



AGENDA

**October 18-19, 2017
Lewis-Clark State College
Williams Conference Center
(4th Street and 9th Avenue)
Lewiston, Idaho**

Wednesday, October 18th, 2017, 11:00 am

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College Annual Progress Report

WORK SESSION

Planning, Policy & Governmental Affairs

- A. Public Education System - Performance Reporting – Carson Howell/Tracie Bent
- Performance Measure Reports
 - College Entrance Exam Data
 - Idaho Statewide Reading Assessment (Idaho Reading Indicator) Annual Review
 - K-12 Accountability Student Engagement Survey

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
2. Elementary Schools with Less than 10 Pupil ADA
3. Pending Rule – Docket 08-0203-1702 Graduation Requirement - College Entrance Exam
4. Temporary/Pending – Docket Rule 08-0203-1708 Idaho English Language Proficiency Assessment Achievement Standards – Incorporated by Reference
5. Pending Rule – Docket 08-0203-1711 Idaho Alternate Assessment Achievement Standards – Incorporated by Reference
6. Assessment Item Review Committee Recommendations

EXECUTIVE SESSION (Closed to the Public)

Postsecondary Institutions under the Governance of the Board

To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student."

Thursday, October 19th, 2017, 8:00 am

OPEN FORUM

CONSENT AGENDA

AUDIT

1. Boise State University – Research Foundation Agreement

BAHR

2. Idaho State University – Upgrade/Replace Network Switching Hardware
3. University of Idaho – Disposal of Real Property

IRSA

4. General Education Committee Nominations

PPGA

5. Data Management Council Appointments
6. Indian Education Committee Appointments
7. Idaho State University – Facility Naming
8. President Approved Alcohol Permits

SDE

9. Emergency Provisional Certification

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Workforce Development Council – Annual Report
3. Board Policy I.J. Use of Institutional Facilities – 2nd Reading
4. Board Policy IV.E. Division of Career Technical Education – 2nd Reading
5. Governor's Higher Education Task Force Recommendations
6. Teacher Certification – Alternate Program – Content Specialist
7. Teacher Certification – Alternate State Approved Assessment

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. University of Idaho – Multi-Year Employment Agreement – Men's Basketball Head Coach
2. University of Idaho – Multi-Year Employment Agreement – Men's Football Head Coach

Section II – Finance

1. FY 2017 Sources and Uses of Funds
2. Idaho State University - Facilities Use Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM) - Report

3. Idaho State University - Amendment to License Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM) Report
4. University of Idaho - Multi-Year Agreement – City of Moscow - Campus Security
5. University of Idaho - Nancy M. Cummings Research, Extension, and Education Center Project – Planning and Design Phases
6. University of Idaho - West Campus Utilities Distribution Systems and Infrastructure Improvements & Expansion Project – Planning and Design Phases
7. FY 2019 Budget Request Amendment

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. University of Utah School of Medicine – Annual Report
2. EPSCoR – Annual Report
3. Boise State University – Master of Science in Genetic Counseling
4. Board Policy III.P. Students – First Reading
5. Board Policy III.N. General Education – Second Reading
6. Complete College Idaho – Guided Pathways Update

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

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**BOARDWORK
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1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the August 9-10, 2017 Regular Board meeting, the August 28, 2017 Special Board meeting, the August 31, 2017 Special Board meeting, and the September 31, 2017 Special Board meeting.

3. Rolling Calendar

BOARD ACTION

I move to set October 17-18, 2018 as the date and Lewis-Clark State College as the location for the October 2018 regularly scheduled Board meeting.

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Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

**DRAFT MINUTES
STATE BOARD OF EDUCATION
August 9-10, 2017
Idaho State University
Pond Student Union Building
Ballroom
1065 South 8th Avenue, Bldg. 14
Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was held August 9-10, 2017 at Idaho State University in Pocatello, Idaho.

Present:

Linda Clark, President
Debbie Critchfield, Vice President
David Hill, Secretary
Emma Atchley

Andrew Scoggin (except where noted)
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Absent:

Wednesday, August 9, 2017

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Idaho State University (ISU) Annual Progress Report and Tour

The Board met at Idaho State University in the Pond Student Union Building, Ballroom in Pocatello, Idaho at 10:00 am (MDT). President Vailas welcomed members of the Board to the campus of Idaho State University and then escorted Board members and staff on

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a tour of the ISU campus. The Simplot Decision Center within the Business Administration building was the first stop on the tour. Dr. Corey Schou, Associate Dean of the College of Business, shared with the Board an update on Idaho State University's Informatics Research Institute. From there, Board members toured ISU's Measurement and Control Engineering Research Center (MCERC) with Associate Professor Dr. Chad Pope. Board members then travelled to the newly named Eames Advanced Technical Education and Innovation Complex (Eames Complex) for a presentation by the Dean of the Idaho State University College of Technology, Scott Rasmussen, on the relationship between ISU's College of Technology and Research. The final stop on the tour was the Idaho Accelerator Center (IAC) where Director of Technical Operation, Jon L. Stoner, shared with the Board recent updates and advancements of the IAC. Board members returned to the Student Union Building at 12:00 pm (MDT) where they recessed for a lunch hosted by Idaho State University in the Wood River Room.

The Board reconvened in the Idaho State University Pond Student Union Building, Ballroom for regular business. Board President, Dr. Linda Clark, welcomed everyone and called the meeting to order at 1:00 pm (MDT). She then extended appreciation from the Board and staff to Idaho State University for its hospitality.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Soltman/Hill): . To approve the agenda as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Soltman/Hill): To approve the minutes from the June 14-15, 2017 regular Board meeting, and July 5, 2017 Special Board meeting as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Soltman/Westerberg): To set August 15-16, 2018 as the date and Pocatello as the location for the August 2018 regularly scheduled Board meeting. The motion carried 7-0. Mr. Scoggin was absent from voting.

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Prior to the start of the Work Session, Dr. Clark thanked Idaho State University (ISU) President Dr. Art Vailas for the morning's tour and congratulated him on ISU's progress to date. Dr. Vailas then requested a moment of personal privilege to announce his retirement from Idaho State University. Board President, Dr. Linda Clark, thanked Dr. Vailas for his years of service and accepted his retirement. She then requested Board members Richard Westerberg and Emma Atchley represent the Board on the ISU Presidential Search Committee and appointed Board member Richard Westerberg as committee chair.

Dr. Clark then shared with Board members and guests Lewis-Clark State College (LCSC) President Dr. Tony Fernandez's announcement a day earlier of his retirement from LCSC. Dr. Clark then requested Board members Don Soltman and Debbie Critchfield represent the Board on the LCSC Presidential Search Committee and appointed Board member Don Soltman as committee chair. All questions related to the ISU and LCSC Presidential searches are to be directed to the Board's Legislative Affairs and Communications Officer, Mr. Blake Youde.

WORKSESSION

A. State Board of Education – Strategic Plan – Goal 1

This item was provided in the agenda materials as an information item.

Goal 1 of the Board's Strategic Plan is **A Well Educated Citizenry** - Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

This goal was developed in part in recognition of the value of a highly educated citizenry to the democratic ideal identified in the state constitution and the economic benefit to the state of having an educated workforce, but also the value of a quality education to the individual and an individual quality of life. Objectives identified to move toward the broader goal focus on equitable access, adult learner re-integration into the system, educational attainment (progression through the system), and quality of the education.

Board President, Dr. Linda Clark, introduced the item by sharing with Board members her desire to engage Board members in a discussion of the current strategic plan and to review each Goal to over the next few months to ensure the Board's strategic plan is being communicated in such a way to be easily understood and accessible to stakeholders and the general public. Dr. Clark then turned the item over to Board Vice President Debbie Critchfield to lead the discussion. Ms. Critchfield opened the discussion by stating the goals on their own are great goals, however, she questions if the goals become lost when combined together in the Board's strategic plan. The Board's Chief Financial Officer, Mr. Chet Herbst, Chief Planning and Policy Officer, Ms. Tracie Bent, and Director of Research, Mr. Carson Howell, were on hand to answer questions from Board members during the discussion. The Board's Chief Academic Officer, Dr. Randall Brumfield, was absent from the discussion due to his attendance at a State Higher Education Executive Officers (SHEEO) conference in Minneapolis, MN. He was

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represented today by the Board's Academic Affairs Program Manager, Ms. Patty Sanchez.

The Board's Chief Planning & Policy Officer, Ms. Tracie Bent, shared with the Board the timing for any proposed changes to the strategic plan. She stated Goal 1 would be reviewed during this Board meeting, Goal 2 would be reviewed during the October Board meeting, and Goal 3 would be reviewed during the December Board meeting. Initial approval of a new strategic plan or any changes would also occur during the December Board meeting with final approval being granted at the February Board meeting. Board member Mr. Richard Westerberg asked if this is a rewrite of the entire plan or if this is an opportunity to make adjustments and corrections as needed. He stated the proposed format would not work well to accommodate a full rewrite of the plan. Dr. Clark responded the intent was to review the current goals and refine as needed, not to rewrite the strategic plan. Mr. Westerberg then stated his experience that items are typically added to a plan rather than removed and that it is his desire for the plan to become more concise and policy in nature with fewer key performance indicators and that he would like to see the plan shortened.

Ms. Bent shared with Board members the struggle over the years with the need to balance the plan to accommodate the entire system with a more detailed and actionable plan. She continues the intent is not for a rewrite, but rather to find a balance between the Board's plan and the ability for institutions to align their strategic plans with the Boards. Dr. Clark expressed her desire for the plan to operate systematically on behalf of the system and that the plan be encompassed system wide.

At this time, the Board began the discussion around Goal 1 of the strategic plan with Board member Mr. Don Soltman stating the need to define the system's parameters as either a P-20 or K-20 system. Board member Dr. David Hill then stated his desire for the goal to incorporate in some way those items outside of simply educating the citizens – outcomes that are not strictly academic. In his opinion, Goal 1 of the strategic plan does not seem to capture the full extent of what the Board intends to do. He continued, the strategic plan, as is, is more philosophical than practical. Dr. Clark responded the Goal should be not only across Idaho's diverse population but also across the various educational opportunities within the system itself. In response to Dr. Hill's prior statement, Ms. Bent informed Board members that Goal 2 focuses on innovation and economic development, Goal 3 focuses on data and informed decision making and Goal 4 an effective and efficient education system.

The Board's Executive Director, Mr. Matt Freeman, shared with Board members comments from stakeholders of the need for a five year plan over the education system. His response has been the strategic plan is the Board's five year plan. He continues that somehow the Board's strategic plan does not resonate as the Board's five year plan and that this must be addressed. Dr. Hill asked the purpose of the Board's strategic plan and if the purpose is to satisfy the State of Idaho and its process or the goals of the Board and that the two should be consistent. In response, Dr. Clark asked if it would be appropriate for the Board to develop two documents, one that is shortened and concise for the Board's operational requirements, and one meeting the requirements of the state. Mr. Westerberg

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asked if the government's focus is on the performance indicators more than the objectives. Ms. Bent responded there are two parts to the state requirements; a strategic plan which must include the mission and vision, goals and objectives, performance measures and benchmarks. The second requirement is for the agency to submit reports on the performance measures. Mr. Westerberg expressed his support for one plan satisfying requirements of both the Board and state agencies. Dr. Clark then added her understanding of what Dr. Hill had proposed which was to produce two separate documents. One to meet the requirements set forth by the State of Idaho and one, more condensed document identifying the Board's operational requirements. Board member Emma Atchley added her belief the work of the Governor's Higher Education Task Force could inform the Board's strategic plan. She states her hesitancy to firm up or make changes to the plan until after the recommendations of the Governor's Higher Education Task Force have been made. Mr. Freeman then reminded Board members the primary call of the Governor's Higher Education Task Force is achieving the State's 60% Goal. He continues the Board's conversation today and the Governor's Higher Education Task Force are not mutually exclusive and that the work of the task force is one part of the Board's strategic plan.

Dr. Hill then proposed a rewrite of Goal 1 of the Board's strategic plan to be *"Idaho's population have opportunity to achieve the level of education they desire for their fulfillment"* effectively changing the focus from the system to the population.

At this time, Mr. Westerberg stepped away from the meeting for a media interview.

Dr. Hill continued by stating his belief that the Board needs to shift its focus towards how the system serves the individual and allows for individual opportunity. Board member Atchley stated her agreement. Dr. Clark added her support and stated the Board's current strategic plan does not include an area or focus on alternative opportunities within the system (Associate Degrees, Certificates, Certifications, etc.). Dr. Clark then asked if the missing piece of the objective for a well-educated citizenry is an objective identifying a robust system allowing for broad access to a variety of educational opportunities. Dr. Hill added the purpose of the strategic plan is to be forward looking and that the Board must recognize this shift and the need for the system to serve the individual. Dr. Clark then addressed Board member Atchley and her work as co-chair of the Governor's Higher Education Task Force Access and Affordability sub-committee. Ms. Atchley responded the sub-committee was currently looking into developing a statewide delivery system and that this should be incorporated into the Board's strategic plan. Ms. Bent added in response to Board member Atchley's comment that it may be necessary for Board members to take a step backwards and begin their discussion around the Board's mission and vision statement before discussing the goals. She continued that much of what the Board is discussing today aligns more closely with the mission and vision statement. Ms. Critchfield then asked how many recommendations came from the Governor's Higher Education Task Force Access and Affordability sub-committee. Ms. Atchley responded a total of three with a primary focus on a statewide digital campus available anywhere at any time.

At this time, Mr. Westerberg returned to the meeting.

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Ms. Critchfield continued by proposing the objectives under Goal 1 be restated to encompass them all within one statement, eliminating the need to list each objective individually. Ms. Atchley proposed rewriting Object A of Goal 1 of the Board's strategic plan to read *"Idaho's diverse population has multiple opportunities for high quality education"*. Ms. Atchley continues that setting policy and advocating is one part of the Board's role, however this is limiting. Dr. Clark then suggested this term be eliminated from Objective A of Goal 1 of the Board's strategic plan. She continues, the purpose of Objective A is to increase access and not to set policy. Dr. Clark then proposed Objective A: Access be rewritten to read *"Increase access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location"*.

Dr. Clark then proposed Object B: Adult Learner Re-integration of Goal 1 be rewritten to read *"Increase options for re-integration of adult learners, including veterans, into the education system"*.

Board member Atchley then shared her opinion that Objective C: Higher Level of Educational Attainment should speak more towards the individual and proposed a rewrite that would read *"Increase successful progression of individual's through Idaho's educational system"*. Dr. Clark asked if Objective C not actually the State's 60% goal and that limiting this to individuals we are eliminating those individuals achieving certificates, etc. Ms. Atchley responded yes, however, the purpose of the objective is to define a system wide goal measuring an individual's progression through the system from Kindergarten on and that the Board should not articulate degrees and certificates in the same sense as they do the Board's goals. Mr. Freeman added Objective C could be reworded to include *"post-secondary educational attainment"* rather than education system. Dr. Clark expanded on this by proposing the addition of *"culminating in successful progression through the system, resulting in a qualification, certificate or degree"* to the end of Objective C. Dr. Hill added that as written, Objective C begs the question 'what is success'. Ms. Atchley then asked if, as part of this discussion, the Board is rethinking how to define the 60% Goal? Dr. Clark responded other states are modifying their 60% Goals by eliminating the age band, and specifying the type of success achieved (certificates, associates, etc.) to be more than just completion of college. Dr. Hill responded Objective C needs to be general enough to accommodate changes while recognizing the full spectrum of possible outcomes. Board member Sherri Ybarra added the Board should also consider enabling options to increase the ability for citizens to successfully progress through Idaho's educational system, citing mastery based education and distance learning as two options for consideration.

Dr. Clark added the suggestions made today will be reviewed prior to the Board's discussion around Goal 2 of the strategic plan. Mr. Westerberg added he would refer the edits from the meeting today back to the Planning, Policy and Governmental Affairs (PPGA) for refinement and also prepare suggestions for all of the Goals of the strategic plan for Board members to review at the next meeting.

There were no additional comments or discussion from the Board.

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BOARD ACTION

M/S (Westerberg/Hill): To authorize the Planning, Policy and Governmental Affairs Committee to respond to and approve changes requested from the Federal review of the Every Student Succeeds Act (ESSA) Consolidated State Plan. The motion carried 7-0. Mr. Scoggin was absent from voting.

B. Every Student Succeeds Act (ESSA) Consolidated State Plan Discussion

This item was provided in the agenda materials as an information item.

Ms. Critchfield introduced the item and reminded Board members the version of the Every Student Succeeds Act Consolidated State Plan (ESSA Plan) presented today would be the same plan Board members would be voting on during the second day of the Board meeting. She continues there have been changes since the last presentation of the ESSA Plan during the June Board meeting and that this draft incorporates the changes and updates made since the last Board meeting.

At this time, State Superintendent and Board member, Sherri Ybarra, invited key members of her staff to present the ESSA Plan to the Board. Present today were Chief Deputy Superintendent Mr. Pete Koehler, Director of Assessment and Accountability Ms. Karlynn Laraway, and Chief Policy Advisor Mr. Duncan Robb.

Ms. Laraway began the presentation with a step by step accounting of the major changes to Title I Part A of the ESSA Plan and the plans 'N' size. Board member Critchfield asked Ms. Laraway to explain to the Board the importance of the 'N' size. Ms. Laraway responded the 'N' size is used to identify students in a fair way and to especially identify those students in need of the greatest amount of supports. She continues the 'N' size will also help to mitigate instability from year to year. Board member Critchfield added the 'N' size was a frequent topic of discussion among stakeholder groups. Board member Atchley then asked the impact on schools not included in the 'N' size and how are these schools being measured? Ms. Laraway responded the Idaho State Department of Education (ISDE) recognizes these schools in the form of a report card, and that for reporting purposes, these schools are still being held accountable as long as their 'N' size for the reporting category remains at five. Board member Critchfield adds that schools not meeting the 'N' size receive state funds distributed to all schools but do not qualify for extra funding for additional title funds. Ms. Laraway adds the ISDE's Plan has proposed an 'N' size of 20 for all students and 10 for subgroups to combat this disparity. Dr. Clark then added that Title I dollars are very limited and districts struggle to spread Title I funds to all of their K-12 schools and that because of this not all schools who are designated receive additional assistance due to limited availability of funds.

Ms. Laraway continued her presentation with an overview of the Plan's Long Term Goals. She states that under ESSA, states have the flexibility in setting what the law calls ambitious long term goals for academic achievement, graduation rate and increase in English Learners making progress towards English proficiency within the state determined timeline. Goals must also include measurements of interim progress.

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Stakeholder feedback focused on the need for high expectations of all students and goals that would be applicable to all schools. Board member Soltman then asked Board member Critchfield if, in her opinion, these goals would pass federal scrutiny. Ms. Critchfield responded her belief the Plan would pass and that based on the plans previously submitted, Idaho's plan is on the shorter side of the long term goals. She continues the intent is for the goals to be aggressive yet still achievable noting that by the year 2022 a student enrolling under this Plan would have already progressed through half of their educational career in Idaho. Superintendent Ybarra added that this is Idaho's plan based on stakeholder feedback and unless any portion of the plan violates the law she will not support changes from the national review. Dr. Clark added the only area she anticipates falling under scrutiny would be the Plan's lack of a single grade or rating for a district. Mr. Koehler added the state of Delaware's plan was the first to receive federal approval and that based on the review the message from the federal review is one of favoring state's designs and desires. Ms. Laraway continued the presentation with an overview of the Long Term Progress – English Language Proficiency goals.

At this time the Board recessed for a 20 minute break.

Ms. Laraway resumed the presentation by sharing with the Board the final Long Term and Interim Progress Goal – Graduation Rate to reduce the percentage of non-graduates by 75% over 6 years. She then continued the presentation with a discussion of the Plan's indicators. Board member Critchfield added that feedback from stakeholders showed the Board needed to be in a position to implement the plan during the current school year in order to begin reporting during the 2018/2019 school year. She also added that stakeholders requested the identification of both low performing and high performing schools and that in response, the identification of school's falling within the 90th percentile has been added to the current version of the plan.

At this time, Dr. Clark requested Mr. Koehler share with the Board what a non-Title I district or school might expect for funding based on the ISDE's Plan. Mr. Koehler responded school's designated as non-Title I that fall within the lowest 5% cannot expect to receive additional federal funds, however, there are funds set aside within the Superintendents budget to support these struggling schools in addition to mentorship and leadership programs provided through the ISDE.

Ms. Laraway continued her presentation of the ISDE's Plan with an update on the two areas of major change to the Plan based upon stakeholder feedback. She continues with an overview of changes to Title II-A – Supporting Effective Instruction and that based upon a recent roundtable review of the plan with stakeholders the Plan includes an increased focus on state level activities on training for school leaders in Idaho's evaluation framework and educator mentoring and coaching. The other significant change to the Plan based upon stakeholder feedback involves updates to Title IV-A – Student Support and Enrichment. Ms. Laraway continues this is a new program aimed at providing a well-rounded education supporting safe and healthy students and the effective use of technology. She states the ISDE has set aside approximately \$77,000 in support of this program. Mr. Koehler adds that within the Executive Branch, Title II and Title IV funds have been cut and that even with the reinstatement of some Title IV funds, it will be a

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struggle to distribute enough funding to all those school districts qualifying for support in these areas. Dr. Clark add that it will be essential to distribute this information to school districts and boards as the loss of Title II funds will be felt state wide. Board member Critchfield then underscored the importance of the types of professional development available to educators and asked if there a plan in place to help districts sift through requirements for this and if it is possible for the ISDE to help districts with the management of these decisions.

Ms. Karlynn concluded the presentation by sharing with Board members the next steps in the coming weeks. She states the Plan will be submitted to the Governor's Office for review on August 12, 2017 with final submittal to the U.S. Department of Education on September 18, 2017. The U.S. Department of Education allows 120 days to review the plan. The ISDE will have 15 days to respond to feedback provided by the U.S. Department of Education's review. Ms. Laraway states that during the next several months, the ISDE will work with their technical staff to finalize the data collection requirements and publish business rules for how the data collected will be used in accountability calculations. She adds the ISDE will also be collaborating with Board members and staff to develop a new report card and data dashboard system scheduled to go live in fall of 2018.

The ISDE's Chief Policy Advisor, Mr. Duncan Robb, added the time allowed by the U.S. Department of Education for the ISDE to respond is a very short amount of time to respond on a plan that took more than 1 ½ years to develop. He continues that if major changes are requested at the Federal level, the ISDE will push back.

Board member Critchfield adds that based on the available comments on other plans submitted, the Board of Institutes Ranking of other plans used 3 metrics by which they rated plans, strong, medium and weak. One item considered during the review was plans was clear and easy to rank. She continues by sharing with Board members that a data dashboard qualified as weak in their system and does not allow parents and educators to make informed decisions about their school. To date, the ISDE's Plan includes a data dashboard with no summative rating. Ms. Critchfield states her belief that as the Board implements a new plan and accountability framework it would be possible to build trust again with districts and to institute a new summative rating plan. She continues it would be wise for the Board to consider developing some type of summative system in the near future.

Mr. Westerberg then asked if the Federal review were to come back with substantive changes, would a special board meeting be required to approve those changes. He questioned the ability for the Plan to pass review by both the ISDE and the Board's Planning, Policy and Governmental Affairs (PPGA) Committee for final Board approval within 15 days. Superintendent Ybarra responded with assurances that processes are in place to enable a quick response. Mr. Westerberg then suggests PPGA committee be granted the authority to respond to any changes made in response to the Federal review lieu of a special board meeting.

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Dr. Clark extended her appreciation to Board member Critchfield, Superintendent Ybarra and her team on their work finalizing the state's ESSA Consolidated Plan in such a short period of time. Dr. Clark also highlighted the benefit of stakeholder input in the process and development of this plan.

The Board meeting recessed for the evening at 3:38 pm (MDT).

Thursday, August 10, 2017 8:00 a.m., Idaho State University, Pond Student Union Building, Ballroom, Pocatello, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (MDT) for regularly scheduled business. Board Member Scoggin joined the meeting at 8:00 am (MDT). There were no participants for Open Forum.

Board member Emma Atchley requested a moment of personal privilege to thank Board members, staff, and the institutions for their support during her 2016-2017 term as Board president.

Idaho State University student, Jessica Sargent, President of the Associated Body of Idaho State University then addressed the Board. Ms. Sargent shared with the Board a history of her time at Idaho State University. She continued by sharing with Board members her support and admiration for ISU and that the university is a gem tucked away in Pocatello. She concluded her presentation by thanking President Vailas for his work growing and developing ISU during the term of his presidency.

Board President Clark then requested unanimous consent to remove Item 3 of the State Department of Education's agenda. There were no objections.

CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Soltman): To approve the consent agenda as presented. The motion carried 8-0.

Business Affairs & Human Resources – Section I Human Resources

1. TIAA – Retirement Plan Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Mark Lliteras and Brian Sagendorf as members of the State Board of Education Retirement Plan Committee. The motion carried 8-0.

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Business Affairs & Human Resources – Section II Finance

2. Boise State University – License Agreement between Springer Customer Service Center and LYRASIS.

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by Boise State University to enter into a five-year license agreement with LYRASIS for approximately 2,242 journal titles published by Springer Nature in substantive conformance to the form provided in Attachment 1. The motion carried 8-0.

3. University of Idaho – Easement – McCall Campus Property Easement Access – 2nd Phase – Six Private Lot Owners.

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by the University of Idaho enter into easements with the adjoining private lot owners, in substantial conformance to the proposed easements in Attachment 1 to the Board Materials; and also authorize the Vice President for Infrastructure to execute the final easement documents and all other documents necessary to complete the transaction as described in the materials presented to the. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA)

4. Programs and Changes Approved by the Executive Director – Quarterly Report
This item was provided in the agenda materials as an information item.

5. State General Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Ms. Lori Barber, representing Eastern Idaho Technical College to the General Education Committee effective immediately. The motion carried 8-0.

6. College of Eastern Idaho – Program Approval Request – Associate of Arts – Liberal Studies

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by College of Eastern Idaho to create a new Associate of Arts program in Liberal Arts as submitted in Attachment 1. The motion carried 8-0.

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Planning, Policy and Governmental Affairs

7. President Approved Alcohol Permits

This item was provided in the agenda materials as an information item.

8. Indian Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Mr. Jason Ostrowski, representing the College of Southern Idaho to the Idaho Indian Education Committee effective immediately and expiring June 30, 2018. The motion carried 8-0.

State Department of Education (SDE)

9. Adoption of Curricular Materials and Related Instructional Materials

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the adoption of curricular materials and related instructional materials for K-12 and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee as submitted in Attachment 1. The motion carried 8-0.

10. Professional Standards Commission – Boise State University; Teacher Endorsement Programs Review

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the Professional Standards Commission recommendation and to approve the Exceptional Child Generalist new pathway to teaching endorsement program offered through Boise State University. The motion carried 8-0.

AND

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to approve the Early Childhood Special Education new pathway to teaching endorsement program offered through Boise State University. The motion carried 8-0.

11. Professional Standards Commission – University of Idaho; Teacher Endorsement Programs Review

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BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to conditionally approve the Literacy teaching endorsement program offered through University of Idaho. The motion carried 8-0.

AND

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to conditionally approve the Family and Consumer Sciences teaching endorsement program offered through University of Idaho. The motion carried 8-0.

12. Bias and Sensitivity Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Region 4 school board member Teresa Berry to the Bias and Sensitivity Committee. The motion carried 8-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Career Technical Education Annual Report

This item was provided in the agenda materials as an information item.

State Administrator for Idaho Career Technical Education (ICTE), Mr. Dwight Johnson, presented his agency's annual report to the Board. Mr. Johnson shared with Board members that attendance at the recent ICTE Annual conference exceeded 1,000 attendees, the largest in ICTE history. He continued support for Career Technical Education at the national level has also seen overwhelming bipartisan support in recent years.

Mr. Johnson then shared with Board members the final recommendations from the Governor's Workforce Development Task Force. He states the four themes coming out of the task force recommendations are Partnerships (Industry, Education and Government), Capacity Building, Career Advising and Communications.

Mr. Johnson continued his presentation by sharing with Board members the core mission of ICTE which is to connect students to real careers, provide a talent pipeline for Idaho's businesses, and make education meaningful through applied learning. He states the current workforce and skill shortage is projected to worsen with an overall workforce shortage of 49,000 individuals and that ICTE is responding to this projected shortfall by working to attract more students in to the CTE pipeline through better career advising, expanding ICTE's capacity to attract and train students and continuing to improve the

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quality of programs offered. Mr. Johnson then shared with Board member's ICTE's proposed Legislative change to allow state funds and resources to begin funding CTE programs in the 7th grade. He states this change would serve a dual purpose of continuing to attract students to CTE fields as well as providing content and context to a student's 8th Grade Plan.

Mr. Johnson continued his presentation by sharing with the Board ICTE's expanded career and technical programs and development of the new ICTE Teacher Pipeline model, InSpIRE Educate. He states teachers participating in the new InSpIRE Educate model will incur no out of pocket expenses for their participation in the program. Mr. Johnson continues CTE instructors will attend two (2) one week academies plus an additional Saturday per month in trainings to achieve their endorsement. Board member Critchfield asked if other states have used a similar model, to which Mr. Johnson responded in the affirmative. Dr. Clark then asked how long the program has been in existence, to which Mr. Johnson responded the program has just launched. Dr. Clark then asked if mentors are assigned through school districts. To which Mr. Johnson responded mentors are assigned through the University of Idaho. Board member Critchfield then asked of the cost to teachers to participate in the program, to which Mr. Johnson responded there is not out of pocket expenses for a teacher's participation. Dr. Clark then shared with Board members the Governor's Higher Education Task Force K-20 Pipeline subcommittee was interested in the model shared today and requested Mr. Johnson provide the cost per participant to the Board.

Mr. Johnson continued his presentation with ICTE's recommendation to allow students to begin apprenticeships at the age of 16, two years earlier than the current age requirement of age 18. He states the Boise Independent School District will be launching a new apprenticeship program for the 2017/2018 school year offering students apprenticeship opportunities in the HVAC, Plumbing and Electrical trades. The Boise Independent School has engaged unions of each of these trades to provide training for the apprenticeship program. Students who enrolled in this apprenticeship program will have to ability to move their apprenticeship hours earned upon graduation from high school to an accepting business where they can then finish their apprenticeship. Mr. Johnson then shared with the Board ICTE's support for this program and indicates he would like to see legislation put forward supporting a similar program for statewide implementation. This item concludes Mr. Johnson's presentation to the Board at which time he stood for questions.

Board member Hill asked if, from the Work Force Development Task Force point of view, the overarching recommendation is for the state to implement a Work Force Development Strategy with accompanying funds. Dr. Hill then complimented Idaho's Career Technical Education program as one the Board should be proud of. He finished by thanking Mr. Johnson and his staff for their work on the Work Force Development Task Force report. Dr. Hill continues by sharing with Board members his strong support of public engagement and urges the Board to increase their use of technology to reach out to students while tagging the information sent to the type of education a student is interested

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in. He stresses the importance of the Board being in the mobile domain and not limiting their outreach to websites and social media only.

Mr. Freeman then asked if the first recommendation of the Work Force Development Task Force was to reconstitute the Work Force Development Council and if appointments for this council are in process? Dr. Hill responded in the affirmative, stating a transition team has been appointed and their first meeting scheduled for August 16th of this year.

Dr. Clark then asked Mr. Johnson clarification on the 8th Grade Plan, noting he had indicated proposed changes in content and context. She then asked if ICTE envisions the requirement for the development of the 8th Grade Plan would be an outgrowth of the CTE course students take during middle school and if ICTE has a vision for a suggested framework for what the plans may look like. Mr. Johnson responded his staff will be reviewing these requirements and developing them over the next year. He states the intent is for greater exposure to parents and students in the 7th Grade, before students enter the 8th Grade and begin forming their 8th Grade Plan.

Dr. Clark then asked of ICTE's courses provided through the Idaho Digital Learning Academy (IDLA) and potential limitations for IDLA to deliver CTE courses and if Mr. Johnson and his staff have further defined their expectations for how many Career & Technical Education courses can be delivered through IDLA. Mr. Johnson responded ICTE has started offering classes through IDLA that can be easily delivered, for example, Fundamentals of Health Care. He continues the struggle is with those courses that would be difficult to deliver online, for example Introduction to Welding and that ICTE is in the process of exploring highbred models utilizing IDLA for the lecture portion and regional high school technical centers for the hands on portion.

There were no further questions or comments from the Board.

3. College of Eastern Idaho Taxing District Expansion

BOARD ACTION

M/S (Critchfield/Atchley): To approve the Resolution set forth in Attachment 1 recommending the addition of territory made up of the boundaries of Bingham County to the current territory of the College of Eastern Idaho community college district. The motion carried 8-0.

There were no comments or questions from the Board.

4. 2018 Legislation

BOARD ACTION

M/S (Critchfield/Soltman): To approve the proposed legislation in substantial conformance to the form provided in Attachment 2 with the amendment to Item 10

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– Advanced Opportunities as discussed today and to authorize the Executive Director to add an additional piece of legislation regarding distribution of liquor funds to the four community colleges as discussed today and to make additional changes as necessary as the legislation moves forward through the legislative process. The motion carried 8-0.

Board member Critchfield introduced the item and shared with Board members the addition to the item before the Board today of the request by Idaho's Community Colleges for an increase in state funding from \$600,000 to \$800,000 to include the recently approved College of Eastern Idaho.

Superintendent Ybarra then asked if the proposed Item 10 Advanced Opportunity legislation could limit student access to advanced opportunities or dual credit funds. The Board's Chief Planning & Policy Officer, Ms. Tracie Bent responded the legislation was not designed to limit the courses a student could take, but rather to make sure the courses offered are more focused and students are more informed of the impact of taking specific courses. Ms. Bent continues by acknowledging concerns expressed over this legislation and suggests an amendment to the legislation requiring students receive advising on how dual credits could be used towards a degree or certificate. She continues the intent is not to limit what students can do, but rather to consider how their choices could impact their progress through the post-secondary system. Board Member Critchfield then asked Ms. Bent how the proposed change could impact the motion before the Board today. Ms. Bent responded the change could be made in motion. Dr. Clark then clarified for Board members the section in question as Section 4 requiring courses be designated as a General Education course. Ms. Ybarra then stated her support for a modification of the language per Ms. Bent's suggestion. She shares her concerns with the legislation as it stands now and her desire for the language and intent to be clearly understood by districts. The Board's Executive Director, Mr. Matt Freeman, then addressed the Board stating his belief the item is an advising and planning issue and suggest the addition of language requiring 8th Grade Plans be signed by the student, parent, and counselor or advisor. He also states a requirement for an annual update of the plan could help with the advising portion. Mr. Freeman continues by sharing with Board members the main concern the legislation is trying to address is eliminating students from taking dual credit courses that do not benefit their future education endeavors and cost the state money. Mr. Westerberg stated his agreement but questions how to move forward since all legislative ideas are being voted on today. Dr. Clark responded it will be necessary for Board to have a special meeting in August to review legislative ideas.

Ms. Ybarra then requested clarification of the legislation listed on page 39, Item 11 – School District Employee Personnel Files. Ms. Bent responded the purpose of the proposed legislation is to provide additional clarification on those items required to be maintained in an employee's personnel file. She continues the legislation was drafted based on feedback from the Board's review of teacher evaluations. Superintendent Ybarra then asked if the proposed legislation needed to be more specific in the language of what is to be retained. Dr. Clark responded with her belief that code is not the proper place for this level of instruction and expressed her discomfort with placing these instructions in code. Dr. Clark then suggested the evaluation framework may be a more

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appropriate place to make these changes. At this time Superintendent Ybarra requested her Chief Deputy Superintendent Mr. Pete Koehler and Director of Certification & Professional Standards Ms. Lisa Colon Durham come forward to address the Board. Ms. Colon Durham shares with Board members the primary request coming from districts is clarification on the requirement to maintain “everything used for a summative evaluation”. Mr. Koehler then added another item for consideration should be how long information is to be maintained in a personnel file and adds information maintained within a personnel file may be subject to public records requests. Mr. Koehler continues by stating his desire for the language around items required to be maintained be carefully written and clear. Dr. Clark then asked if he did not believe this could be done within the evaluation framework. Mr. Koehler confirms his belief this could be accomplished within the evaluation framework and hesitates having this information in code. Dr. Clark then added the intent of the proposed legislation is not to keep everything but only those materials used to establish evidence of meeting the requirements established within the framework. Ms. Bent then shared with the Board this is why it was decided to reference the evaluation framework in code, but not to place the requirements in code.

There were no further questions or comments from the Board.

5. Board Policy I.J. Use of Facilities – First Reading – Expansion of Alcohol on Campus

BOARD ACTION

M/S (Critchfield/Hill): To approve the first reading, with technical corrections, of changes to Board policy section I.J. as submitted in Attachment 1. The motion carried 7-1 with Mr. Westerberg voting nay.

Board member Critchfield introduced the item and invited University Presidents and counsel to present the proposed changes the Board would be considering today. Representing the University of Idaho were President Dr. Chuck Staben and University Counsel Mr. Kent Nelson. Representing Boise State University was Chief Operating Officer and Special Counsel Mr. Kevin Satterlee.

Mr. Satterlee introduced the item stating Boise State University (BSU) approached the changes to Board policy to create the right atmosphere around BSU events. He continued the intent behind the proposed changes is to streamline items brought to the Board for approval and specifically to allow pre-game activities to be conducted in an organized and managed fashion. Mr. Nelson added this is the first time the Board has been presented with a concrete proposal of this type. He adds the institutions do not wish to find themselves in a position where they are policing attendees and the proposed changes to Board policy dovetail well with city ordinances allowing open containers in the areas around home football games.

Board member Critchfield brought to the Board’s attention the proposed changes were addressing two sections of the policy; one dealing with venue expansion and the other tailgating. She continues the Planning Policy and Governmental Affairs (PPGA)

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Committee held discussions around both items and that the PPGA committee is not comfortable with the tailgating portion of the proposal. She then states the policy is presented in a fashion where depending on the position of the Board all, part or none of the policy could move forward.

President Staben the shared with the Board that tailgating is something that occurs at all four of the state's four year colleges and universities. He acknowledges the use of alcohol on Board property is against Board policy and states this puts the institutions in legal jeopardy. He continues it is his desire for the Board to be very clear that tailgating is not allowed on Board property or that it be acknowledged and addressed in policy. Dr. Staben continues the proposal before the Board today is a recognition of what is already occurring on campus. Dr. Clark asked if there were any proposed changes in the reporting requirements to the Board. Ms. Critchfield responded in the negative and states, if this policy does not move forward, then nothing changes and institutions will remain under the current, approved policy. Dr. Clark then asked of Dr. Staben if the ordinance passed at the Moscow City Council meeting the previous Monday had any potential impact on the request before the Board today. Dr. Staben responded the passing of the ordinance by the Moscow City Council makes the situation at UI similar to that at BSU where the city will not enforce open container laws in the vicinity of facilities on game days. He then states this does not address the issue of the university being in violation of Board policy when fans are tailgating on Board property. Dr. Staben continues Moscow City Council passing the recent ordinance would create a very minor modification to the policy and a majority of items will still be enforced; underage drinking, obvious drunken behavior, etc.

At this time, Board member Critchfield requested the Boards general counsel, Ms. Jenifer Marcus come forward to answer questions from the Board. Mr. Satterlee then clarified for Board members that items in Subsection-C specifically Pages 9-11 are BSU's primary concern and that from BSU's perspective the addition of Subsection-D to the policy is something BSU can work with whether or not it is approved. Board member Scoggin then asked Mr. Satterlee if, in his opinion, BSU is abiding by Board policy when it comes to tailgating. Mr. Satterlee responded BSU feels tailgating is not addressed in Board policy and that BSU is handling the issue appropriately on campus. Board member Critchfield then asked the Board's counsel, Ms. Jenifer Marcus, to provide guidance on how the proposed changes impact Board policy. Ms. Marcus states the current policy clearly prohibits alcohol. She continues it is her understanding the institutions have stated alcohol consumption is not allowed during tailgating and that is now a matter of enforcement. Institutions state they are following Board policy and the matter before the Board today is how to enforce the policy. She continues institutions have been focusing on behavior and that inappropriate behaviors will be addressed, however, the institutions state they do not have the resources to confirm the personal behavior of all participants.

Board member Soltman then asked the University of Idaho, if the policy were approved not to include Section-D, what would be UI's response. Mr. Nelson responded the institution would not change from their current practice.

Ms. Atchley then stated her belief the addition to Subsection-C, Tab 5, Page 10 that "institutions may bring to the Board requests to seek approval to add new or renovated

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facilities to the approved locations list” to be too specific and suggests amending this item to read “seek approval to add or remove facilities from the approved locations list”. Board member Atchley then asked Mr. Satterlee if he acknowledges tailgating activities on campus. Mr. Satterlee responded in the affirmative. Ms. Atchley then asked if alcohol is present at these tailgating events. Mr. Satterlee responded there is no Board approved tailgating occurring at BSU. Board member Scoggin then asked if tailgating activities are not approved or sanctioned by BSU then are they prohibited. Mr. Satterlee responded it is agreed there is tailgating on campus and there is alcohol on campus. Mr. Scoggin then requested clarification that alcohol consumption during tailgating on the BSU campus is prohibited by Board policy but is still occurring. Mr. Satterlee answered in the affirmative. He then states BSU’s position that if the proposed policy passes as is, then BSU will continue to move forward per the policy. If the policy does not pass then BSU will continue to address the presence of alcohol during tailgating events as they have been.

Board member Westerberg then made note of the Board’s current policy which provides provisions to shield families and children from alcohol consumption and service. He then asked why these provisions had been removed from the policy put forth to the Board today. Mr. Satterlee responded that as currently written, the policy requires sections of ticketed areas allowing alcohol and others that do not. He continues that event promoters will not sell sections in this manner and that the proposed policy provides alcohol in designates areas, but that seating would not be segregated in this way. Mr. Westerberg responded Mr. Satterlee had just described alcohol service at non-athletic events and he had understood the purpose of the proposed changes to the policy was to allow for non-petitioned alcohol service at athletic events, such as BSU’s “Huddle”. Mr. Satterlee responded alcohol service at NCAA athletic events was addressed under Section ii. Pre-game events, Subsection IV, and would require that no one under the legal drinking age be admitted into the event unless under the direct supervision at all times of an attendee of legal drinking age. At this time Board member Atchley reminded Board members, this is the first reading of the proposed changes and the Board is allowed to edit the policy and continues the term “youth” should be updated to the legal definition of “minor” throughout the policy.

Board member Hill then shared with the Board he finds it intellectually dishonest for the Board to have a policy and then effectively wash their hands of how the policy is effecting the institutions. He adds the Boards role should be to recognize what the institutions and municipalities are having to deal with in relation to tailgating activities occurring on Board property and for the Board to manage what is happening. He adds his discomfort for the provisions in the proposed policy to shield families and children from alcohol consumption and feels this item requires further discussion by the Board.

Board member Scoggin then asked if the intent of the proposed changes would be to expand alcohol consumption rules to all NCAA events. Mr. Satterlee responded that in relation to BSU, the proposed policy would technically allow for an expansion to all NCAA events however, the requirement for a list of approved locations limits approval of alcohol service to pre-game football events and basketball games only. Board member Clark then asked if it would be appropriate to specifically identify pre-game football events and basketball games as the only NCAA events where alcohol service is to be provided. Mr.

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Satterlee responded in the affirmative. Mr. Scoggin then requested clarification the term “pre-game event” applied to football only, to which Mr. Satterlee responded in the affirmative. UI President Chuck Staben added that his institution typically does not sponsor any pre-game events for anything other than football and that he does not anticipate a change to this. Mr. Scoggin then requested confirmation that UI is comfortable with this to which President Staben responded in the affirmative. Dr. Clark then requested the same confirmation from BSU to which Mr. Satterlee responded in the affirmative. Mr. Scoggin then requested confirmation from BSU and UI that both institutions will, per the proposed changes, enforce the requirement that alcoholic beverages be held in an opaque container and that individuals would not be permitted to carry, for example, open containers of beer or alcohol. UI General Counsel Kent Nelson responded in the affirmative and states this policy would make it much easier to enforce this type of rule.

Board member Critchfield then shared with the Board the PPGA committees desire to recognize tailgating is occurring and to limit changes to the Board policy to venue expansion and specific pre-game events.

Board member Westerberg states he did not find anywhere in the policy where the proposed changes support the base mission of educating students. To this UI President Staben responded the ability to offer alcohol service during on campus events helps the institution to engage alumni and donors. At this time BSU President Bob Kustra joined President Staben and adds his institution experiences the same. Board member Westerberg then comments the proposed policy, as drafted, expands student’s access to alcohol on campus and goes beyond the original notion of entertaining alumni and donors.

Board member Scoggin then asked the institutions if eliminating the word “written” to the application is an attempt to imply that an oral application is sufficient. To this Mr. Satterlee responded in the negative stating current applications are electronic and do not require a paper submittal. To this Mr. Scoggin requested the addition of “written or electronic”. He then asks if invitations are sent orally to which Mr. Satterlee responded invitations are sent electronically and that the policy could be edited to include “written or electronic” to both.

Board member Scoggin then stated his agreement with Board member Westerberg’s concern the policy, as written, had the potential to expand student access to alcohol on campus. To this Board member Atchley responds the average students age is somewhere in the mid-20’s, far within the legal drinking age, however, she continues she would not want the Board to be perceived as encouraging underage drinking.

At this time, Board member Critchfield asked if it would be appropriate for the policy to be returned to the Board for a second first reading addressing the changes, additions, and deletions discussed today. The additions included at a prohibition from students entering the alcohol service areas and that alcohol service areas remain separate from non-alcohol service areas. It was the agreement of the Board to move forward with the changes requested today and for the policy to come back as a second reading.

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There were no further questions or comments from the Board.

At this time the Board recessed for a short break returning at 10:15 am (MDT)

6. Board Policy IV. E. Division of Career Technical Education – First Reading – Definition of Existing Career Technical Education Program Types

BOARD ACTION

M/S (Critchfield/Hill): To approve the first reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1. The motion carried 8-0.

Board member Critchfield introduced the item explaining to Board members the purpose of the item is to formalize definitions of existing Career Technical Education (CTE) program types to insure consistency statewide.

There were no further comments or questions from the Board.

7. Master Educator Premium – Final Standards, Scoring Rubrics and Templates

BOARD ACTION

M/S (Critchfield/Atchley): To approve the Master Teacher Premium Plan as outlined in Attachment 2, including the standards and characteristics specified in Attachment 5. The motion carried 8-0.

Board member Critchfield introduced the item, stating teacher's meeting a list of qualifications are eligible to apply for a \$4,000 premium that can be received each year and that the premium is paid directly to the teacher. She continues the 2016-17 school year the first year teachers could begin the process of gathering artifacts to assemble into their portfolio. Ms. Critchfield then shared with Board members the rubric for determination of being a master teacher is the most important part of the plan and that a positive vote today would allow the rubric to be shared with school districts and teachers to allow for them to know how teachers will be scored. She continues the State of Ohio's program was referenced frequently by committee members as they were assembling and forming the rubric. Board member Clark added teachers and stakeholders were very involved in the development of the rubric, meeting weekly during the development process. Board member Atchley then asked who reviews the rubrics and makes the final determination of a teacher's eligibility. Dr. Clark responded the recommendation will be for a peer review submitted at the state level and not the district level and that the Board will determine the final process.

At this time Board member Scoggin requested the amount of funding appropriated for this program per year. Dr. Clark responded the legislature has established a \$4,000 premium per teacher, however, it is not known how many teachers will qualify so the total available funding is still unknown. To this Mr. Scoggin asked if the legislature has identified a pool of money or if the funding is open ended. Dr. Clark responded a line item will need to be

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requested for the first year's payments. Ms. Critchfield then added the master teacher designation is opened ended with no cap on the number of teachers who can qualify adding those who score accordingly on the rubric will be awarded the premium. She then reiterated Dr. Clark's comment that it will not be known how many teachers are eligible for the premium until teachers are able to begin to move through the process. Board member Soltman then stated his desire for the Board to request a funding pool from the legislature to avoid a situation similar to what is currently being experienced with Advanced Opportunities. Dr. Clark responded her belief the legislature would also like a pool from which the premiums could be awarded. She continues the rubric has been developed to a very high standard that is artifact based and stringent requiring a tremendous amount of effort on the part of educator's who wish to apply and that based on this she would not expect a large number of teacher's to apply.

At this time the Board's Communications and Legislative Affairs Officer, Mr. Blake Youde shared with Board members his conversations with a handful of legislators have resulted in the understanding the legislature will need to begin setting funding aside now for this program. He continues these legislators acknowledge the first two years of premium payments will be the highest dollar amount which will then begin to taper off in later years.

The Board's Chief Planning and Policy Officer, Ms. Tracie Bent then shared with Board the legislation, as currently written, does not cap the number of individuals and any individual qualifying will receive the payment and that once available funds have been drawn down, the funds will come from the public school stabilization fund. She continues the legislation was written in such a manner the rubric is high enough that only a small majority of educators will qualify.

Board member Scoggin then asked if the program, as currently outlined, does not allow for a teacher to gain the mastery premium until three years after Board approval. Dr. Clark responded in the negative, stating the current school year is the first year. To this Mr. Scoggin questioned if the rubric could be retroactive. Board member Critchfield responded the legislation states Fiscal Year 2018 (FY18) as the first year money could be extended.

Board member Atchley then shared with Board members her conversations with teachers seeking information on the details of the plan and requests the Board act quickly to allow enough time for teachers to compile their artifacts and documentation. Dr. Clark added the plan must be shared with educators and school districts and requests the plan be provided on both the Board's and Idaho State Department of Education's websites and discussed at regional meetings.

Chief Deputy Superintendent for the Idaho State Department of Education (ISDE), Mr. Pete Koehle, then shared with Board members excerpts from Idaho State code Section 33-1004I specifying in addition to the minimum qualifications for a master educator designation, local school districts may develop and require additional qualifications and that local school districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with the school districts continuous improvement plans. He continues this allows local school districts to develop their own

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plans following the State Board's rubric and that the Board would approve the district's plan. Mr. Koehler continues the Superintendent Ybarra has instructed her staff to begin looking into allocation of funds from the 2019-20 budget. He states the difficulty with this is not knowing how many teachers will qualify and that a feasibility study is under way to determine this. Dr. Clark then asked if a district does not elect to develop their own plan if the default will be the state's plan. Mr. Koehler responded in the affirmative. Dr. Clark then asked if the Board could expect to have plans submitted for approval over the coming months to which Ms. Bent responded the Bonneville school district has submitted their plan for Board approval.

Superintendent Ybarra then shared with Board members concerns and questions she has received in regards to the Master Teacher Premium, specifically comments from teachers and district leaders on the need for the rubric to be issued without delay. She also shares with the Board concerns she has received from as to the geographical make-up of the teachers on the committee developing the rubric. To this Dr. Clark responded that initially teachers from across the state were represented on the development committee, however, when the schedule was put out for the committee to meet every Friday until completion a majority of committee members fell away. Dr. Clark continues the final committee members came from the Treasure Valley and Twin Falls area, however, this was not the make-up when the committee had first started. Dr. Clark adds the Idaho Education Association (IEA) and Idaho Association of School Administrators (IASA) were also both heavily involved.

Finally, Dr. Clark cautioned any "tweaks" to the plan may lead teachers to believe the bar is moving and to make any modifications to the plan during the 3 year timeline would be very problematic for teachers collecting their information. She continues the Board would need to be very strategic about when to make any modifications, if any, to the plan.

There were no further questions or comments from the Board.

8. Proposed Rule IDAPA 08.02.03.115 – Rules Governing Thoroughness – Data Collection.

BOARD ACTION

M/S (Critchfield/Hill): To approve changes to the proposed rule IDAPA 08.02.03.115, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

9. Proposed Rule Docket 08-0401-1701, Rules Governing the Idaho Digital Learning Academy.

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M/S (Critchfield/Atchley): To approve changes to Proposed Rule Docket 08-0401-1701, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

10. Proposed Rule Docket #08-0501-1701 – Rules Governing Seed Certification

BOARD ACTION

M/S (Critchfield/Soltman): To approve changes to proposed rule Docket 08-0501-1701, as presented in Attachment 1. The motion carried 7-0. Ms. Atchley recused herself from voting.

There were no comments or questions from the Board.

11. Proposed Rule Docket #47-0101-1701 – Rules Governing the Division of Vocational Rehabilitation – Incorporated by Reference – Field Service Policy Manual

BOARD ACTION

M/S (Critchfield/Hill): To approve the Division of Vocational Rehabilitations Field Services Policy Manual as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Critchfield/Atchley): To approve Proposed Rule Docket 47-0101-1701 as submitted in Attachment 1. The motion carried 8-0.

Mr. Soltman asked if there is any way to remove this requirement from rule to which Ms. Bent responded Board staff is working towards that end with the Division and stakeholder groups.

There were no further comments or questions from the Board.

12. Proposed Rule Docket #55-0103-1701 – Rules of Career Technical Schools

BOARD ACTION

M/S (Critchfield/Atchley): To approve Proposed Rule Docket 55-0103-1701 as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

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13. Proposed Rule Docket #55-0104-1701 – Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants.

BOARD ACTION

M/S (Critchfield/Hill): To approve Proposed Rule Docket 55-1014-1701 as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR - HR)

Section I – Human Resources

1. Chief Executive Officer Salaries

BOARD ACTION

M/S (Westerberg/Soltman): To approve the amended employment agreement for Dr. Robert Kustra as President of Boise State University. The motion carried 8-0.

AND

M/S (Westerberg/Hill): To approve the amended employment agreement for Dr. Chuck Staben as President of the University of Idaho. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the absence of amended employment agreements for Idaho State University President Art Vailas and Lewis-Clark State College President Tony Fernandez is due to their announced retirements at the end of the current school year.

There were no comments or questions from the Board.

2. Idaho Public Television – Agency Director Compensation

BOARD ACTION

M/S (Westerberg/Soltman): To approve an hourly rate of \$52.84 (annual salary of \$109,907.20) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 18, 2017. The motion carried 8-0.

There were no comments or questions from the Board.

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3. Multi-Year Employment Agreement – Head Women’s Basketball Coach – Gordon Presnell – Boise State University

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Boise State University to enter into a four year, seven month employment agreement with Gordon Presnell, Head Women’s Basketball Coach, commencing on August 13, 2017 and terminating on March 31, 2022, at an initial base salary of \$230,000 with raises and supplemental compensation provisions, as submitted in Attachment 1. The motion carried 8-0.

Board member Westerberg introduced the item. Board member Scoggin stated the termination provision of the agreement seemed excessive and that in his experience a one to two year payout is more appropriate.

Boise State University's (BSU) Chief Operating Officer and Special Counsel Mr. Kevin Satterlee responded this is a standard provision in both the Board's and BSU's multi-year employment agreements. He continues that if the employee is removed for cause then the institution can terminate without benefits, but if the removal is for convenience then it falls under this provision. Board member Scoggin responded it may be more appropriate to simply defer to the standard and that a review may be in order to insure state funds are correctly appropriated.

The Board's Executive Director, Mr. Matt Freeman responded the Board has a standard template for single year and multi-year coach's contracts that are not in Board policy but have been adopted by the Board and that these are items which can be reviewed at any time. Board member Clark added it would seem reasonable for the Business Affairs and Human Resources (BAHR) committee to review these templates and possibly recommend changes.

Section II – Finance

1. FY 2019 Line Items

BOARD ACTION

M/S (Westerberg/Atchley): To approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2017. The motion carried 8-0.

Board member Westerberg introduce the item and then requested the Financial Vice-President's from the 4-year institutions come forward to answer questions from the Board related to the proposed line items. Representing Idaho State University (ISU) was Interim

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Chief Financial Officer Mr. Brian Hickenlooper. Representing Boise State University (BSU) was Vice President and Chief Financial Officer Mr. Mark Heil. Representing the University of Idaho (UI) was Vice President for Finance Mr. Brian Foisy and representing Lewis-Clark State College (LCSC) was Vice President for Finance and Administration Mr. Todd Kilburn. Mr. Westerberg then reminded Board members of the parallel path for this year's line item requests. He continues the Board is submitting line items as the Governor's Higher Education Task Force continues to work on their recommendations for higher education and anticipates financial recommendations coming from the task force that may supersede some of the line items shown here today.

Mr. Westerberg then requested the Board's Chief Financial Officer, Mr. Chet Herbst, to review with Board members the system wide requests. Mr. Herbst shared with the Board that since the Board's previous review of the line items at the June meeting, the Business Affairs and Human Resources (BAHR) committee has met to review line items further with the Department of Financial Management (DFM). He continues, comments received from DFM included requests for more clarity and an increased emphasis on the impact of the requested line item (student retention, the state's 60% goal, etc.). Additionally, DFM has requested each line item clearly indicate how a request from one institution would benefit the state's other public institutions. Mr. Herbst then shared with the Board a majority of line item requests are from the 4-year institutions and that system wide requests include sustainability funding for the Idaho Regional Optical Network (IRON), increase funding of graduate medical education statewide and special programs such as increased funding for state scholarships.

At this time, Mr. Mark Heil shared with Board members that BSU's two line item requests had been submitted in accordance with the guidelines provided by the Board. He continues BSU's request for a Public Service Initiative would be a new program within the School of Public Service designed to develop and equip students to become public service leaders. He continues this programs is made possible in part to a restructuring of the College of Social Sciences and would include the addition of 10.66 full time positions (FTP). Mr. Heil then shared with the Board that BSU's request supports Goal 1 of the Board's Strategic Plan for a Well Educated Citizenry, Objective C – Higher Level of Educational Attainment as well as Goal 2 of the Board's Strategic Plan Innovation and Economic Development, Object A – Workforce Readiness in addition to Goal's 1-4 of BSU's Strategic Plan.

Mr. Heil continues BSU's second line item request for Career Readiness and Graduate Production would allocate funds to develop a more coordinated model of career advising services to support the student body. He continues this line item will fully connect advising roles across the academic process and will fund further expansion of BSU's Bridge to Careers program.

At this next, Mr. Brian Hickenlooper shared with Board members ISU's request for an Expansion of Health Sciences and Work Force needs. He continues this request will go towards funding ongoing salaries and operating expenses. Mr. Hickenlooper states this request supports Themes 2 and 3 of ISU's Core Themes and the Board's 5 Year Plan to expand the Occupational Therapy program to southwest Idaho.

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Mr. Brian Foisy then provided to Board members a summary of UI's request to fund Phase II of the institution's Library Investment in Support of Achieving R1 Carnegie Classification. He continues this request is to expand the research and instructional capacity of the institution's library. Mr. Foisy shares with Board members the library is a core element of UI and a point of access for many students and contributes directly to the academic success of UI's students.

Mr. Foisy then presented to Board members UI's second request to expand student success and support. He continues the counseling and testing center on campus has been experiencing a noticeable increase for both emergency and non-emergency services beyond what the center can currently support. Funding received would allow for the addition of two cases managers to provide crisis intervention and case management services.

At this time, Board member Atchley noted that both ISU and UI submitted requests related to library materials and asks what kind of systemic behavior exists within the library institution's library systems and if we are we combining and leveraging library services across the institutions. To this UI President Dr. Chuck Staben responded the Dean of Libraries for each institution work closely with one another, however, these are individual institutions and licensed materials are for individual institutions and the licensing companies typically do not support system wide licenses. At this time the Board's Executive Director, Mr. Matt Freeman, confirms this fact with Board members. Board member Atchley then asked if this were still the case if the Board were to develop a system wide request. To this Mr. Freeman responded he did not know. Board member Clark then stated this would be something worth pursuing.

At this time Mr. Todd Kilburn shared with Board members the two line item requests submitted by LCSC. He stated LCSC's Access and Completion request was designed to expand on LCSC's successful programs to better meet the needs of current and future students. LCSC's second request has to do with compliance issues and is a request for the addition of an Environmental Health and Safety compliance officer.

At this time Mr. Westerberg shared with Board members the BAHF committee reviewed both the community college and agency requests and that in the interest of time these requests were not presented to the Board today. Mr. Westerberg also noted the institutions have done a good job of aligning their requests to the Board's 60% goal and other initiatives.

Board member Clark then noted the absence of a place holder for Outcomes Based Funding (OBF). To this Mr. Herbst responded the placeholder for OBF can be found under the system wide request for colleges and universities. Dr. Clark then asked how the Board intends to balance the recommendations of the Governor's Higher Education Task Force and line item requests from the institutions and agencies. To this Mr. Westerberg responded the institutions have agreed to pull their line items request in support of OBF if that were to be a recommendation of the Governor's Higher Education Task Force.

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At this time Board member Scoggin asked for clarification on when the line item requests were due to the Department of Financial Management (DFM). Mr. David Hahn of DFM was present to respond to questions asked by the Board and informed members the deadline for agencies to submit budgets to DFM and the Legislative Services Office (LSO) was September 1st. The Governor will then form his budget recommendations and submit to the Legislature at the end of December. Mr. Freeman then asked Mr. Hahn if the Board were to submit a budget with a place holder for OBF without a dollar figure attached would DFM and LSO accept this or would they prefer a dollar figure. To this Mr. Hahn responded DFM's preference would be for a dollar figure to be attached.

There were no further questions or comments from the Board.

2. FY2019 Capital Budget Requests

BOARD ACTION

M/S (Westerberg/Hill): To approve the capital projects listed in the table in Attachment 1 on Page 5 from Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for consideration for Permanent Building Fund support in the FY2019 budget cycle. The motion carried 8-0.

AND

M/S (Westerberg/Hill): To approve the Six-Year Capital Improvement Plans for FY2019 through FY2024 for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as provided in Attachments 2-6. The motion carried 8-0.

Mr. Westerberg introduced the item. There were no questions or comments from the Board on the first motion. After the reading of the second motion, the Board's Executive Director, Mr. Matt Freeman shared with Board members the Six-Year Capital Improvement Plans are the institution's way of notifying the Board of upcoming building projects and that approval of the Six-Year Capital Improvement Plans authorizes institutions to begin fund raising. Board member Scoggin then asked if the Six-Year Capital Improvement Plans are submitted to the Legislature. To this the Board's Chief Financial Officer, Mr. Chet Herbst, responded that upon Board approval, the plans are sent to the Department of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC) will then review the plan, prioritize the requests submitted and ration funds accordingly. He continues the funds allotted are typically much less than requested. Board member Scoggin then asked if, based on Board approval today, the institutions could begin fundraising based on the amounts approved by DPW and PBFAC. To this Mr. Freeman responded it would depend on the project and project's financing.

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3. Intercollegiate Athletics Reports – NCAA Academic Progress Rate (APR) Scores

This item was provided in the agenda materials as an information item.

There were not comments or questions from the Board.

4. Idaho National Laboratory – Progress Report

This item was provided in the agenda materials as an information item.

Board member Westerberg introduced the item and then requested the Board's Chief Financial Officer, Mr. Chet Herbst, provide a progress update. Mr. Herbst shared with Board members negotiations are underway with the Idaho State University Foundation to purchase the site for the Computer Integration Center in the amount of \$1,000,000. He continues geotechnical surveys, Phase I environmental site surveys and expanded ALTA surveys are also underway.

Mr. Herbst continues the Idaho State Building Authority (ISBA) will utilize the Construction Manager at Risk (CMAR) approach to carry out the project and that the CMAR will assist in selection of the Architect, oversee construction contractors and provide a Guaranteed Maximum Price (GMP) at the outset. He then shares with Board members the winning CMAR Team will be a joint effort between JeDUNN Construction and Engineered Structures Incorporated (ESI). He continues conceptual design work is in progress and scheduled for completion in March of 2018, and that project financing should be finished by September 2017 in order to break ground prior to winter conditions allowing 12 weeks for site development and 64 weeks for building construction resulting in a substantial completion date of February 2019.

Mr. Herbst then shared with Board members upcoming actions for Board approval include approval of the project documents including the purchase/sale agreement with the ISU Foundation, approval of the sub-lease between INL/BEA and supporting lease documents with ISBA. The Board will also be required to review and approve project financing and construction plans and report progress to the Legislature per SCR105. Mr. Herbst continues potential risks for consideration include the prevention of issuance of bonds due to a change in the interest rate environment, potential for federal non-appropriation, potential for non-renewal of the leases, and potential the educational benefits of one or both facilities may be found to be unsuitable.

At this time the Board's Executive Director, Mr. Matt Freeman, reminded Board members of the complexity of a transaction of this size and scope. He continues Board staff is continuing their work on the documents to insure the requirement set forth in legislation for the project's educational benefit be written into a binding document, clarifying the Board is not responsible for the design or construction of the buildings and finally clarification around the Board's responsibility and involvement maintaining the facilities.

There were no further questions from the Board.

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5. Boise State University – Center for Materials Science Research Project – Construction Phase

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Boise State University for construction of the Materials Science Research Center for a total cost not to exceed \$50.5 million subject to financing approval at a future Board meeting. The motion carried 8-0.

There were no comments or questions from the Board.

At this time the Board recessed for lunch at 12:00 pm (MDT) and reconvened at 12:40 pm (MDT).

6. Idaho State University – Bengal Pharmacy – Annual Report
This item was provided in the agenda materials as an information item.

Vice President for Health Sciences, Dr. Rex Force, presented to the Board Idaho State University's Bengal Pharmacy annual report in the form of a short video highlighting the work of the Bengal Pharmacy and its impact on the rural communities it serves. At the videos conclusion Board member Hill asked Dr. Force if he found the amount of available bandwidth to be a challenge for the operations of the Bengal Pharmacy. To this Dr. Force responded both the tele-health and tele-pharmacy programs would benefit for an expanded bandwidth network. Board member Critchfield then asked if there were plans for ISU to expand the Bengal Pharmacy to other communities to which Dr. Force responded there have been discussions with Gritman Medical Center to expand the program to Kendrick, Idaho. Board member Soltman then asked Dr. Force for clarification on how the programs net-profit shown during the presentation is allocated. To this, Dr. Force responded the profit is shared between the ISU Foundation and the College of Pharmacy.

Prior to moving to the next item, Board member Westerberg requested an opportunity to clarify with Board members the recommendations from the Governor's Higher Education Task Force will take priority over the line items submitted by the institutions. Board member Clark then asked how the Legislative Services Office (LSO) would approach this and if they are typically amenable to changes. To this the Board's Executive Director, Mr. Matt Freeman, responded LSO does allow for budget provisions and if the Board did have recommendations from the Governor's Higher Education Task Force there would be an opportunity to add or remove line item requests.

7. Idaho State University – Agreements Between ISU and the Idaho College of Osteopathic Medicine (ICOM)

BOARD ACTION

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M/S (Westerberg/Soltman): To authorize Idaho State University to enter into the License Agreement for Space with the Idaho College of Osteopathic Medicine as presented in Attachment 1. The motion carried 8-0.

AND

M/S (Westerberg/Soltman): To authorize Idaho State University to enter into the Joint Operations and Services Agreement with the Idaho College of Osteopathic Medicine as presented in Attachment 3. The motion carried 8-0.

Vice President for Health Sciences, Dr. Rex Force explained the item before the Board today was a request to construct an Anatomy and Physiology Lab for the Idaho College of Osteopathic Medicine (ICOM). He continues the construction of the lab would double the capacity for training ICOM students, ISU students and high school students from the Treasure Valley.

Board member Clark then asked if this was a request to construction an addition within the existing lab to which Dr. Force responded this would be an addition to the exterior of the building and the addition would not consume any more of ICOM's existing parking.

8. University of Idaho – WWAMI Medical Education Building Improvements and Expansion – Additional Project Authorization Request – Planning and Design

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by the University of Idaho to implement the Planning and Design phases of a capital project for improvements and expansion of the former Business Technology Incubator in support of the curriculum and program needs of the WWAMI Medical Education Program, for an amount not to exceed \$3,620,000, as described in the materials submitted to the Board. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project. The motion carried 8-0.

There were no comments or questions from the Board.

9. University of Idaho – Amendment to Media Rights Contract - Learfield

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by the University of Idaho for approval of the proposed amendment to the Learfield contract in substantial conformance to the terms set forth in Attachment 1 to the Board materials, and to authorize the Vice President of Finance to execute all necessary documents associated therewith. The motion carried 8-0.

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There were no comments or questions from the Board.

STATE DEPARTMENT OF EDUCATION (SDE)

Prior to the Idaho State Department of Education beginning their presentation to the Board, Dr. Clark announced that starting in October, the Department's portion of the agenda will move to Wednesday afternoon.

1. Developments in K-12 Education

This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction Sherri Ybarra introduced the iteming by sharing with Board members this is an update to the Board and not a discussion over whether or not to continue using the Idaho Standards Achievement Tests (ISAT).

Idaho State Department of Education (ISDE) Director of Assessment, Ms. Karlynn Laraway, began the presentation by sharing with Board members stakeholder feedback of the assessment. She continues ISDE plan moving forward is to partner with Assessment Solutions Group (ASG). Ms. Laraway states ASG is not a vendor but a consultant assisting states and organizations in their review of programs to aide in the decision making process. She continues the first steps in this process are to begin recruiting members to form a committee, holding focus groups and surveying the citizens of Idaho. Finally, Ms. Laraway states the Goal of the ISDE is to work towards meaningful engagement with stakeholders. At this time Board member Atchley asked if the survey will be designed to engage all citizens and not just those who have an issue with the testing. ISDE's Deputy Chief Superintendent, Mr. Pete Koehler, responded the survey design will be managed by ISDE's Communications Director, Ms. Allison Westfall, who will use her expertise to design a survey that is responsive to all individuals. Board member Critchfield then asked if proposed Task Force had been named to which members of ISDE responded in the negative. Ms. Critchfield then cautioned the importance of the name in conveying to teachers and stakeholders the importance of the Task Force. In response to Board member Critchfield's comment, Superintendent Ybarra responded this is something the Department is aware of and working on. Board member Clark then expressed her support of Board member Critchfield's comment and again stressed the importance of making clear the purpose of the Task Force.

At this time Superintendent Ybarra shared with Board members an update on the Idaho Reading Indicator (IRI). She states the ISDE has documented gains in a number of participating schools. She then requested Mr. Koehler update Board members on the Math Diagnostic. Mr. Koehler stated ISDE's target is to develop a math diagnostic tool for K-12 students than can be used in the field. From here Mr. Koehler provided an additional update on the IRI to Board members. He states 38 participating schools measured growth of 20% or greater and that of 166 Local Education Agencies (LEA's) there were only 12 that showed either no growth or regression. Mr. Koehler did share with Board members one area of concern and that was the initial score for incoming Kindergartners is moving backwards. Board member Critchfield then asked if ISDE has plans in place to address this issue to which Mr. Koehler responded this is a collaborative

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effort to convenience the importance of pre-Kindergarten education. Board member Clark then asked Mr. Koehler to provide ISDE's target for the goal to which Mr. Koehler responded 85% of students reading at grade level by the end of 3rd grade, adding ISDE is actively conducting training on the new IRI. He added the greatest change is the heavy emphasis on comprehension. Dr. Clark then asked if schools and districts had aligned their goals with those of the ISDE to which Mr. Koehler responded his reluctance to answer based upon the variety of factors contributing to the score.

At this time Deputy Superintendent Koehler continued his presentation to Board members with an update on Advanced Opportunities as requested by Board members during the June Board meeting. He shared one concern raised is the majority of students benefiting from Advanced Opportunities are those from large urban areas and families where the expectation is to continue on to college. Mr. Koehler then walked Board members through a breakdown of the most current data available on Advanced Opportunities. Board member Clark then asked how the ISDE plans to draw more America Indian and other minority students to Advanced Opportunities. Mr. Koehler responded ISDE has been developing and conducting seminars for high school counselors and university and college transition coordinators on how to engage more students with Advanced Opportunities. Finally, Mr. Koehler shared the total cost to the state for Advanced Opportunities for FY17 was \$7,000,000.

2. Idaho Mastery Education Network Update

BOARD ACTION

M/S (Ybarra/Hill): To endorse the Superintendent of Public Instruction's proposal to amend Section 33-1632, Idaho Code, as identified in Attachment 1. The motion passed 8-0.

Superintendent Ybarra introduced the item and shared with Board members the legislation will require amendment and the Superintendent is requesting the Board's support in achieving legislative approval.

Superintendent Ybarra then introduced ISDE's Director of Mastery Education, Ms. Kelly Brady. Ms. Brady shared with Board members a total of 21 schools and districts have expressed interest in participating in the Mastery Based Education program, two of which were present to share their experiences with Board members today. Ms. Brady then introduced Ms. Kerry Brooks and Mr. Kevin Hill from the Moscow school district and Mr. Jeff Klamm from North Valley Academy. Both schools presented to Board members their positive experiences with Mastery Based Education. Board member Critchfield then asked Mr. Klamm his opinion of the biggest challenge for parents when it came to using a Mastery Based Education program. Mr. Klamm responded changing the traditional mind-set. He added for teachers, the greatest challenge is the mind-shift from no longer being a lecturer but more of a mentor. Mr. Hill added the greatest challenge for the Moscow school district was parent's expectations of their child's progress being shown in

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percentages rather than proficient. Board member Critchfield then asked what is the largest school participating in the pilot. To which Mr. Hill responded the Moscow School District with 2,200 students and 170 teachers. Board member Clark asked if the district participated as a whole to which Mr. Hill responded in the affirmative. Board member Scoggin then expressed his appreciation for the diversity of the participating schools, but questioned why the Boise area was not represented. To this Ms. Brady responded that schools from this area had not applied and that this was the same for Region V. Board member Scoggin then asked if it was cause for concern the largest population was not participating to which Ms. Brady responded she expects more school districts to opt in as the movement gains momentum.

3. Proposed Rule Docket #08-0202-1701, Rules Governing Uniformity – Professional Standards Commission Recommendations
This item was removed from the agenda August 10, 2017

4. Proposed Rule – Docket #08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations

BOARD ACTION

M/S (Ybarra/Soltman): To adopt the revised Standards for Idaho School Buses and Operations as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Ybarra/Soltman): To approve Proposed Rule Docket #08-0202-1702, Rules Governing Uniformity – Incorporated by Reference, Standards for Idaho School Buses and Operations, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

5. Proposed Rule Docket #08-0203-1703 – Rules Governing Thoroughness – Incorporated by Reference – Extended Content Standards

BOARD ACTION

M/S (Ybarra/Hill): To approve the amendments to the Idaho Extended Content Standards as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Ybarra/Hill): To adopt the Idaho Extended Content Standards Core Content Connectors as submitted in Attachments 3 and 4. The motion carried 8-0.

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AND

M/S (Ybarra/Critchfield): To approve the proposed rule Docket #08-0203-1703, Rules Governing Thoroughness, Incorporated by Reference, as submitted in Attachment 1. The motion carried 8-0.

Superintendent Ybarra introduced the item and shared with Board members the content standards in front of the Board today are for those students with severe cognitive disabilities.

There were no further comments or questions from the Board.

6. Proposed Rule Docket #08-0203-1704 – Rules Governing Thoroughness – Incorporated by Reference – Special Education Manual

BOARD ACTION

M/S (Ybarra/Scoggin): To approve the revised Idaho Special Education Manual as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Ybarra/Critchfield): To approve Proposed Rule Docket #08-0203-1704, Rules Governing Thoroughness – Incorporated by Reference, Idaho Special Education Manual, as submitted in Attachment 1. The motion carried 8-0.

Superintendent introduced the item then invited ISDE's Director of Special Education, Dr. Charlie Silva, to come forward to answer any questions from the Board. Board member Clark asked Dr. Silva how often the manual is updated to which Dr. Silva responded on an as needed basis. She continues the plan is for a substantive update but that has not yet occurred.

There were no further questions or comments from the Board.

7. Proposed Rule Docket #08-0203-1705 – Rules Governing Thoroughness – Idaho Content Standards – Science, Drivers Education, Information and Communication Technology

BOARD ACTION

M/S (Ybarra/Soltman): To adopt the revised Idaho Science Content Standards as submitted in Attachment 2. The motion carried 8-0.

Superintendent Ybarra introduced the item and then invited ISDE's Director of Academics, Mr. Scott Cook come forward to answer any questions from the Board. At

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this time, Board member Scoggin requested an overview of the process for redesigning the standards after the comments from legislators during the last legislative session. Mr. Cook responded the science standards are in their second year of review. He states the legislators had requested the department send the standards out for additional public comment and review and that ISDE accommodated this request accepting comments online through their website in addition to holding six face-to-face meetings throughout the state. HE continues the revisions proposed today are a result of the public meetings and review. Board member Clark then asked if, in his opinion, Mr. Cook feels the department has developed a complete set of science standards to which Mr. Cook responded in the affirmative.

There were no further questions or comments from the Board.

M/S (Ybarra/Atchley): To adopt the revised Idaho Driver Education Content Standards as submitted in Attachment 4. The motion carried 8-0.

There were no comments or questions from the Board.

M/S (Ybarra/Atchley): To adopt the revised Idaho Information and Communication Technology Content Standards as submitted in Attachment 5. The motion carried 8-0.

There were no comments or questions from the Board

M/S (Ybarra/Atchley): To approve proposed rule Docket #08-0203-1705, Rules Governing Thoroughness, Incorporation by Reference, Idaho Content Standards, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board

8. Temporary Rule – IDAPA 08.02.02.015.02 – Rules Governing Uniformity – Endorsements – Pupil Service Certificates – Occupational and Physical Therapy Endorsements

BOARD ACTION

M/S (Ybarra/Hill): To approve the temporary rule amendment to IDAPA 08.02.02.015.02, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board

9. Nampa-Vallivue School District Boundary Excision/Annexation

BOARD ACTION

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M/S (Ybarra/Soltman): To accept the recommendation of the hearing officer and to approve the petition for excision and annexation of property from Nampa School District No. 131 to Vallivue School District No. 139. The motion carried 8-0.

Superintendent Ybarra introduced the item and requested ISDE's Chief Deputy Superintendent, Mr. Pete Koehler, come forward to answer any questions from the Board. At this time, Board member Critchfield asked for clarification on the motion to which Mr. Koehler responded Board approval of the motion would allow the school district to move forward with adding the request to the ballot for the affected area for voter approval. He states the Board's approval is for the item to move forward and brought to voters for approval. Board member Scoggin then asked for confirmation that the Board is following the process. Mr. Koehler responded the motion accepts the findings of the hearing information and confirms this is in the best interest of the children. To this Board member Scoggin responded yes, but how is the Board to know. Board member Critchfield then expressed her discomfort with not knowing the background of the motion to which Mr. Koehler responded both school district boards deliberately took a neutral stance and this is part of the process. He adds the request was made due to the fact the properties making the request, although currently located within the Nampa school district, are physically closer to the Vallivue school district.

10. Professional Standards Commission Appointments

BOARD ACTION

M/S (Ybarra/Hill): To appoint Kristopher "Topher" Wallaert as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2015, and will end June 30, 2018, representing Elementary Classroom Teachers. The motion carried 8-0.

There were no comments or questions from the Board.

11. ESSA Consolidated State Plan

BOARD ACTION

M/S (Ybarra/Westerberg): To approve Idaho's Every Student Succeeds Act Consolidated State Plan and to authorize the State Superintendent of Public Instruction to submit the plan to the U.S. Department of Education on behalf of the State Board of Education. The motion carried 8-0.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. Five-Year Plan Presentation

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BOARD ACTION

M/S (Hill/Westerberg): To approve the Five-Year Program Plan as submitted in Attachment 1. The motion carried 8-0.

Board member Hill introduced the item and then requested the Board's Chief Academic Officer, Mr. Randall Brumfield and Academic Affairs Program Manager, Ms. Patty Sanchez to present the Board's Five-Year Program Plan.

Ms. Sanchez started the presentation by reminding Board members Policy III.Z is in place to insure institutions are meeting the state's educational and work force needs. Ms. Sanchez then shared with the Board the Planning Process behind development of the five year plan and an overview of each institution's plan.

At this time, Board member Scoggin requested clarification on the Board's role with the Five-Year Program Plan to which Dr. Hill responded the Board's role is to confirm if the proposed programs fall within the institution's mission and are appropriate. Board member Scoggin then stated his preference for program approval to remain with Instruction, Research, and Student Affairs (IRSA) committee and that only programs that may create an issue be brought to the Board.

Ms. Sanchez resumed her presentation with a program inventory update. She states this update is required per policy and specifies each institution must provide to the Board an existing list of programs currently being offered. She continues Board staff is currently working on development of a new online program tracking software system.

Board member Atchley then states that based on the information presented today, it would appear there are a large number of new programs being added relative to the number of students enrolling at each institution and asks if institutions are eliminating programs as they add programs. She feels the addition of so many programs runs the risk of depleting available resources when you try to give something to everyone and the Board needs to seriously consider the addition of new programs. To this Ms. Sanchez responded the programs proposed today are projections and may not come to fruition. She states this is the essence of the plan allowing institutions the opportunity to share with the Board what the programs they wish to pursue. The Board's Executive Director, Mr. Matt Freeman then voiced his support for Board member Atchley's concern of adding too many programs. He adds the current trend seems to be towards boutique programs or sub-specialization at the baccalaureate level and this has the potential to spread finite resources very thin or place the burden on students in the form of tuition increases. He adds he has concerns when the trend is towards meta-majors yet the Board continues to receive proposals for boutique majors. At this time Dr. Clark requested the IRSA committee review meta-majors and program proliferation.

The Board's Chief Academic Officer, Dr. Randall Brumfield, states his desire for the Five-Year Program plan to be operational, adding the information is valuable information that should be packaged in a way that is meaningful to the Board. Board member Scoggin added his recognition of the work by many individuals in developing the Five-Year

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Program Plan but he questions if this is the efficient method to achieve the end goal or if the Board should consider other options.

2. Idaho State University – College of Education – Teacher Preparation Programs Update

This item was provided in the agenda materials as an information item.

Board member Hill introduced the item reminding Board members of the request from the Board for Idaho State University (ISU) to provide an update on improvements to the university's teacher preparation programs at this meeting. Representing ISU were Associate Vice President for Institutional Effectiveness in Academic Affairs Ms. Selena Grace, Interim Dean for the College of Education Dr. Karen Appleby and Assistant Dean Dr. Mark Neill.

Ms. Grace shared with Board members the information presented today is an update on those programs placed on probation as well as progress of various other initiatives within the College of Education. She continues ISU has addressed the finding's resulting from a site visit by the Professional Standards Commission (PSC) and that ISU will have documentation the elements of concern have been addressed by the next PSC site visit in the fall.

Ms. Grace continues by addressing staff comments in the agenda materials specific to alternate certification routes. She states that during ISU's review of the programs placed on probation, it was discovered, in the opinion of ISU, conflation between how an institution is providing an institutional recommendation and what is viewed as an alternate route in policy. She continues when a potential student contacts ISU for information on alternate routes to teacher certification the institution will refer to the IDAPA Standards 08.02.02 Rules Governing Uniformity and then compare those standards to that students work experience and prior coursework to determine if the candidate has satisfied the IDAPA Standards and, if not, what they would need to do in order to meet the IDAPA standards. Ms. Grace shares the IDAPA's standards are built in to the curriculum across all the institutions, however, the outcomes at each institution differ. She states the lack of specificity in the IDAPA Standards and identified student learning outcomes creates a wide range of flexibility across the institutions in determining how a student can meet the outcomes. Ms. Grace then shares with the Board part of the challenge when an individual contacts ISU for an institutional recommendation is these are individuals from outside of ISU's system yet they are being held to the same standards as student's enrolled in ISU's College of Education. She adds this creates a challenge for the institution to demonstrate they are meeting their student learning outcomes while still being flexible with institutional recommendations for alternate routes to certification.

Board member Hill then asked how to fix the problem. To this Dr. Appleby responded there are a lot of complexities to fixing this problem but stresses the importance of consistency with what is expected of teachers once they enter the classroom adding this would help institutions to sign off on institutional recommendation for certification. Dr. Hill then asked if such consistency is created by Board action, modifications to IDAPA, or by institutions working together to set these standards. Ms. Grace responded the current

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situation is similar to that of general education statewide stating one of the ways transparency and consistency in general education were created across all the institutions was a result of each disciplinary identifying common learning outcomes and the various curriculums and courses all having the same outcomes associated with them. To this Board member Clark states that within a system designed to prepare teachers to teach within that same system the outcomes and expectations must be common. She reminds Board members the Deans and staff of the College of Education from each institution were involved in formation of the career ladder in determining and putting into place the standard expectations and outcomes of individuals completing a traditional education program and they should be able to do the same for alternate routes to certification. She continues another option would be to no longer allow individual institutions to work in the realm of qualifying teachers and to centralize this task under the Board. She adds in light of the state's current teacher shortage it is incumbent for the Board to respond in a way that facilitates qualified individuals to become certified and not put up barriers.

At this time Superintendent Ybarra requested clarification on the Idaho State Department of Education's (ISDE) role in relation to alternate routes to certification. To this Ms. Grace responded the PSC makes the recommendations with support from ISDE staff. Board member Soltman then asks if this is an opportunity to expand the use of competencies. Dr. Clark responds in the affirmative, stating this could also be an opportunity to change the system and stresses the importance of coming to a resolution to place more teachers in the classroom.

At this time Board member Hill asked if it were the desire of the Board to request the College of Education from each institution develop a proposal that would ensure consistency to create the outcomes the Board is seeking. To this the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responded the framework in administrative rule addressing alternative routes does allow for flexibility, however, when you change the routes you lose consistency. She states that what appears to be an issue is that some of the requirements for traditional routes are proposed for the alternate routes. Dr. Hill then asked if both the institutions and Board office should work jointly on a proposal to which Ms. Bent responded this is already in process. Dr. Mark Neill then asked for clarification on this item to which Ms. Bent responded it was her understanding the Board's Educator Effectiveness Program Manager, Ms. Christina Linder, has contacted the Deans of the Colleges of Education at each institution and that she will follow up to make sure this has been done.

There were no further questions or comments from the Board.

3. Board Policy III.N. General Education – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1. The motion carried 8-0.

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Board member Hill introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield share with Board members the proposed changes to Policy III.N. Dr. Brumfield states the first change relates to Associate of Applied Science (AAS) degrees and clarifies an AAS degree must include a minimum of three general education courses including institutionally designated courses. The second change provides for direction and clarification of the responsibilities of the faculty discipline groups serving on the state's General Education Committee (GEM) to insure competencies are up to date and appropriate for learning. Dr. Brumfield concludes by sharing with Board members the third and final change adds the requirement for the Board's Chief Academic Officer to serve as chair of the GEM committee.

There were no comments or questions from the Board.

4. Board Policy III.P. Students – I.T. Title IX – Second Reading

BOARD ACTION

M/S (Hill/Critchfield): To approve the second reading of amendments to Board Policy III.P. Students and I.T. Title IX as submitted in Attachments 1 and 2. The motion carried 8-0.

There were no comments or questions from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Westerberg/Critchfield): To adjourn the meeting at 3:00 pm (MDT). The motion carried 8-0.

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Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

**DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION**

**August 28, 2017
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held August 28, 2017. The meeting originated from the Large Conference Room of the Office of State Board of Education in the Len B. Jordan Building in Boise, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 4:00 p.m. Mountain Time. A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley

Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Absent:

Andrew Scoggin

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Hill): To meet in executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student." A roll call vote was taken and the motion carried 7-0. Board members entered into Executive Session shortly after 4:00 p.m. Mountain Time.

M/S (Soltman/Critchfield): To go out of executive session and adjourn the meeting. The motion carried 7-0. The group exited Executive Session and adjourned the meeting at 4:35 p.m. Mountain Time.

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Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

**DRAFT MINUTES
STATE BOARD OF EDUCATION
August 31, 2017
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held August 31, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board Vice-President Debbie Critchfield presided and called the meeting to order at 2:30 pm Mountain Time.

A roll call of members was taken.

Present:

Debbie Critchfield, Vice President	Andrew Scoggin	
Dr. David Hill, Secretary (except where noted)	Don Soltman	
Emma Atchley		Richard
Westerberg		
Sherri Ybarra, State Superintendent (except where noted)		

Absent:

Dr. Linda Clark, President

STATE DEPARTMENT OF EDUCATION (SDE)

1. Proposed Rule, Docket No. 08-0202-1701, Rules Governing Uniformity and Idaho Standards for Initial Certification Professional School Personnel – Professional Standards Recommendations

BOARD ACTION

M/S (Soltman/Atchley): To adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

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AND

M/S (Soltman/Westerberg): To approve Proposed Rule Docket No. 08-0202-1701, Rules Governing Uniformity, as submitted in Attachment 1 with the elimination of the new language added to 017.01.

The motion carried 5-0. Dr. Clark, Dr. Hill and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item. There were no questions or comments from the Board on the first motion. After reading the second motion, Board member Soltman shared with Board members comments from a prior meeting where considerable opposition was raised on the proposed language. He continues the motion would keep intact all other changes with the exception of this one.

At this time Board member Atchley asked why, in light of the statewide teacher shortage, the Board would place another barrier on individuals seeking an alternate route to certification. She continues how an individual possessing a higher degree in a specific content area could be any less qualified. To this Board member Critchfield responded conversations around removing this section centered on the fact that if the motion were to move forward in its entirety the motion would still go back to the Public Standards Commission (PSC) who have clearly stated they would not validate this recommendation. Ms. Critchfield then shares with Board members there has been considerable work and effort performed in coordination with the Teacher Pipeline workgroup who wishes to identify a statewide broad approach in response to the current teacher shortage and related issues. She adds there is concern with this piece getting in front of a larger program to come. Finally, Ms. Critchfield shares this is not an effort or attempt to make certification more difficult for teachers but to do something that fits more within an entire, statewide program that would come forward to the Board for review. To this Ms. Atchley asked when the Board can expect to see the recommendations of the Teacher Pipeline to which Ms. Critchfield responded the October Board meeting. Ms. Atchley then states she has no objection to waiting for the recommendations of the Teacher Pipeline, however, she does have concerns the recommendations may take longer than anticipated to which Ms. Critchfield responded the timeline is for the Board to review the recommendations prior to the start of the legislative session to allow for the recommendations to be in place for the coming school year.

At this time, Dr. Hill entered an area of poor cellular service and was disconnected from the call.

There were no further questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Proposed Rule Docket No. 08-0111-1701 Registration of Postsecondary Education Institutions and Proprietary Schools

BOARD ACTION

M/S (Soltman/Atchley): To approve Proposed Rule Docket 08-0111-1701 as submitted in Attachment1. The motion carried 5-0. Dr. Clark, Dr. Hill and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed changes. Ms. Bent shared significant changes have to do with the review of courses and courses of study for private Postsecondary Education Institutions and Proprietary Schools registered with the Board. She continues this particular requirement has to do with the requirement Proprietary Schools submit written course descriptions as part of the registration and renewal process. She adds the types of Proprietary Schools around the state are varied and the Board office does not have the subject matter experts on staff to perform the type of review necessary if the Board office were to review curriculum. Ms. Bent continues the proposed modifications clarify curriculum review is not part of the process. The proposed modifications would also require Proprietary Schools to certify at the time of registration and renewal their courses meet the

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occupational board requirements for those disciplines governed by another state agency or board.

There were no questions or comments from the Board.

2. Temporary and Proposed Rule Docket No. 08-0113-1701 – Rules Governing Opportunity Scholarship Program

BOARD ACTION

M/S (Soltman/Westerberg): To approve temporary and proposed rule - Docket No. 08-0113-1701, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item reminding Board members the motion is both a temporary and proposed rule. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the temporary and proposed rule. Ms. Bent shared with Board members the rule pertains to the requirements for applying to the Idaho State Opportunity Scholarship. She continues the significant pieces of the rule include alignment of the Scholastic Assessment Test (SAT) assessment score that is used in determining eligibility for individuals who are applying having taken the General Education Development (GED) with the American College Test (ACT) that is used for the same purposes. Ms. Bent then shares with Board members the other changes include guidance on how to roll up an applicant's Grade Point Average (GPA) beyond one decimal point and a change to the appeals process requiring a request for appeal be submitted in writing.

At this time Board member Scoggin asked if the change would raise the minimum SAT score to which Ms. Bent responded in the affirmative. She continues prior to the change in SAT scoring, an ACT score of 20 was found to be substantially equivalent to a SAT score of 950. When scoring for the SAT was changed, it changed the range so an equivalent SAT score would now be 1010 and the proposed modifications reflect this change.

Board member Soltman then reminded Board members that as a temporary rule the proposed changes would take effect upon approval. Board member Atchley then asked if the change would affect current recipients to which Ms. Bent responded in the negative, however, the changes will affect awards for the next academic year adding proposed rules do not go in to effect until the end of the legislative session.

At this time Dr. Hill was able to reconnect to the call.

There were no further questions or comments from the Board.

3. Proposed Rule Docket No. 08-0202-1703 – Rules Governing Uniformity, Accreditation

BOARD ACTION

M/S (Soltman/Scoggin): To approve Proposed Rule Docket No. 08-0202-1703 as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the proposed rule is related to accreditation. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule. Ms. Bent shared with Board members the proposed rule pertains to the accreditation requirements for elementary and secondary schools. She continues elementary accreditation is not required, however, secondary schools are required to be accredited pursuant to Section 33-119 of Idaho code.

Ms. Bent informs Board members the amendment removes an old reference to Continuous School Improvement Plans as these are now addressed in Idaho Code 33-320. She continues additional updates include changes recognizing the Northwest Accreditation Commission (NWAC) joining with AdvancEd and

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reminds Board members NWAC is the accrediting body recognized by the Board for K-12 education.

Ms. Bent then shared with Board members the next change relates to the addition of language regarding residential schools. She continues by reminding Board members of their approval last year of legislation allowing the Board to amend language regarding Title 39 Chapter 12 of Idaho code which is the Department of Health & Welfare's section of code. She continues this section of code contains language creating a "loophole" allowing residential schools accredited by the Board to not be subject to the health and safety standards other residential schools are subject to. Ms. Bent then shares the proposed language would remedy this. Finally, Ms. Bent shares with Board members the final amendment clarifies language relating to the submittal of residential schools annual reports to the Board.

There were no questions or comments from the Board.

4. Temporary and Proposed Rule Docket No. 08-0202-1705 – Rules Governing Uniformity, Educator Credential and Evaluations

BOARD ACTION

M/S (Soltman/Hill): To approve changes to temporary and proposed rule Docket 08-0202-1705, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the item is both a proposed and temporary rule related to rules governing uniformity, educator credentials and evaluations. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule.

Ms. Bent shared with Board members the proposed rule addresses areas of clarification identified this last year as part of the teacher evaluation review process. She continues the rule provides for more specificity in areas around how professional practice and student assessments are used in determining the summative score for evaluations as well as amendments to the administrator section to align language in the administrator section to how professional practice and achievement is used. Ms. Bent continues the proposed rule clears up inconsistencies in the language related to institutional recommendations and adds a requirement for school districts to have evaluation policies. She states during the evaluation review process it was discovered detail in rule hampered school districts abilities to develop effective policies in this area.

At this time Board member Scoggin asked if the proposed language added to Section 121 Local District Evaluation Policy – School Administrator addresses those situations where a single individual serves in both roles. To this Ms. Bent responded in the affirmative.

There were no further questions or comments from the Board.

5. Temporary and Proposed Rule Docket No. 08-0202-1707 – Rules Governing Uniformity, Transportation

BOARD ACTION

M/S (Soltman/Westerberg): To approve the temporary and proposed rule Docket 08-0202-1707, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the item relates to reimbursement to school districts for transportation cost. Board member Atchley then asked if this is a change from previous reimbursement policies related to school activities or is this item connected to reimbursement of

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transportation costs related to classroom work. To this Mr. Soltman responded the item is in relation to reimbursement of transportation costs for college and university visits.

There were no further questions or comments from the Board.

6. Proposed Rule Docket No. 08-0202-1708 – Rules Governing Uniformity, Educator Credential – Career Technical Education Certification

BOARD ACTION

M/S (Soltman/Atchley): To approve the proposed rule Docket 08-0202-1708, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the item is a proposed rule related to Career Technical Education (CTE) certification. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule.

Ms. Bent shared with Board members the significant changes are a reduction in the years required or number of experiential hours required for certification. She continues the item is a proposal put forth by the Idaho Division of Career Technical Education (ICTE) and this item was thoroughly vetted by stakeholder groups. She continues even with a reduction to the total hours required for certification the requirements still maintain a high standard for teachers to meet.

Ms. Bent then shares with Board members additional changes include an option for individuals seeking an Administrator Certification to use an existing non-CTE Superintendent or Principal endorsement in application for a CTE Administrator endorsement. She continues the final change relates to the Limited Occupational Specialist certification and the addition for individuals to meet the requirements during the initial three year interim certificate prior to receiving their standard certificate. She adds this is the cohort training model shared with Board members at the August Board meeting by ICTE Administrator, Mr. Dwight Johnson during his annual update to the Board.

There were no questions or comments from the Board.

7. Proposed Rule Docket No. 08-0202-1709 – Rules Governing Uniformity, State Mentoring Program Standards

This item was provided in the agenda materials as an information item.

Board member Soltman introduced the item. Board member then Critchfield shared with members the Board and state have spent significant time discussing the importance of mentoring. She continues the PPGA committee believes it necessary to provide a definition around what mentoring looks like to insure proper and needed mentoring for teachers. Ms. Critchfield states that currently the PPGA committee feels standards have not been developed in a way to achieve what the Board wants to do and asks members to consider delaying action on this item until next year. She adds it is the preference of the PPGA committee to further develop the process before committing it to rule.

At this time Board member Atchley asked how the request of the PPGA committee will affect educators in the third year of collecting documentation for the master teacher premium and enter the last rung of the career ladder. To this Board member Critchfield responded a delay in action by the Board would not impact these individuals in any way. She continues school districts are required to have mentoring in place and the idea of establishing mentoring standards in rule was to establish clear guidelines for the districts. Ms. Critchfield states the reason for the PPGA committees request for delay was to insure the correct guidelines were attached to the standards and to validate previous recommendations and that by not acting at this time the Board is not putting anyone in a precarious situation

At this time State Superintendent Ybarra joined the meeting

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The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, then shared with Board members the last time the Board took action on mentoring standards was in 2009. She continues there is a reference in the alternate routes for those individuals to receive mentoring based on the Board approved standards so the current standards would still apply to those individuals. She adds the other areas requiring mentoring are not specific to using a Board approved mentoring program so if the Board were to delay acting until next year school districts would continue to use the mentoring programs they have in place and if they do not have one in place they would be able to develop one of their own. She adds the proposed changes would not impact a teacher's ability to move on the career ladder or receive the professional development premium and the only area of concern with waiting would be if a teacher did not receive their professional endorsement and claimed this was due to not receiving the required mentoring.

At this time Board member Hill asked if currently all mentoring programs require Board approval or just local approval. To this Ms. Bent responded primarily local approval adding the only program requiring Board approval is for those educators seeking endorsement through an alternate route. To this Dr. Hill asked if the proposed language would change this requirement to which Ms. Bent responded the proposed language would allow school districts to bring forward other programs for Board approval instead of the current standards. Dr. Hill then asked if the language became rule what would happen to the existing, locally developed mentor programs and if they would become obsolete. To this Ms. Bent responded in the negative adding the proposed language only defines the state approved program and would only effect those areas required to use the state approved program. She continues school districts would be allowed to have their own programs for individuals not on an alternate route and the proposed changes only apply to Board approved mentoring programs adding districts would still be allowed to develop and use their own mentoring programs for individuals on an alternate route.

Board member Critchfield added this is why the PPGA committee requested this item remain a discussion item as the Board worked through these and other questions prior to becoming rule. To this Dr. Hill responded he was not sure the language, as written, achieves the Board's goals.

There were no further questions or comments from the Board.

8. Proposed Rule Docket No. 08-0203-1707 – Rules Governing Thoroughness, Definition - Diploma

BOARD ACTION

M/S (Soltman/Hill): To approve Proposed Rule Docket 08-0203-1707 as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item informing Board members the item clarifies a school districts authority in granting and formatting diplomas. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule.

Ms. Bent shared with Board members the proposed rule attempts to address inquiries from school districts on how to handle requests from students having attended in the distant past who would now like to receive a diploma from the high school they attended in their youth. She adds the proposed language would allow school districts to grant diplomas to these individuals and the diplomas could be based on the graduation requirements in place at the time the individual attended and not the current graduation requirements. Ms. Bent states the proposed language also allows districts to determine these students have met graduation requirements based on proficiency.

There were no further questions or comments from the Board.

9. Proposed Rule Docket No. 08-0203-1709 – Rules Governing Thoroughness, Career Readiness Definition and Competencies

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BOARD ACTION

M/S (Soltman/Hill): To approve proposed rule Docket 08-0203-1709, as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item informing Board members the item first came before the Board in June when members directed staff to return the item at a later date as a proposed rule.

At this time Board member Hill asked if this rule change addressed stakeholder feedback opposed to incorporating the competencies into administrative rule if it were not tied to curriculum content. To this the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responded the negotiated rule making process does not require a consensus and that stakeholder questions centered around the added value of incorporating the competencies into rule, asking what is being gained. She continues stakeholders were not necessarily opposed to the competencies themselves but more so the necessity of placing them in rule. Ms. Bent then states both the Board and members of the Governor's Workforce Development Task Force recognized the value of incorporating the competencies into administrative rule and felt they were important for students to know and that incorporating the competencies into rule would bring these skills to the forefront and keep them in the discussion of what is expected from students as they exit the postsecondary education system.

At this time Board member Atchley stated her agreement adding articulating competencies makes a diploma more meaningful and hopefully more consistent statewide.

There were no further questions or comments from the Board.

10. Proposed Rule Docket No. 08-0203-1710 – Rules Governing Thoroughness, Career Technical Education Content Standards

BOARD ACTION

M/S (Soltman/Atchley): To approve amendments to the Career Technical Education content standards as submitted in Attachments 2 through 7. The motion carried 7-0. Dr. Clark was absent from voting.

AND

M/S (Soltman/Atchley): To approve changes to Docket 08-0203-1710, as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed changes.

At this time Ms. Bent informed the Board the proposed amendments are part of an ongoing process to incorporate Career Technical Education (CTE) content standards into rule to provide the same weight and importance as academic content standards. She adds that with the exception of the Early Childhood Education standard, the proposed standards voted on today are new.

At this time Board member Atchley recognized the work of CTE staff on and states she is pleased to see these recommendations come forth in this form.

There were no further questions or comments from the Board.

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11. Temporary and Proposed Rule Docket No. 08-0204-1701 – Rules Governing Public Charter Schools

BOARD ACTION

M/S (Soltman/Atchley): To approve temporary and proposed rule Docket 08-0204-1701 as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the temporary and proposed rules.

At this time Ms. Bent informed the Board the proposed changes are in response to statutory changes. Ms. Bent continues the statutory changes did not specify the requirements of the different pieces of the application and that the requirements being voted on today were developed in collaboration with the Idaho Charter School Network and Public Charter School Commission (PCSC) Commissioners and staff.

At this time Board member Scoggin asked if the removal items 01-5 of section 205 Review of Petitions was intentional to which Ms. Bent responded in the affirmative stating the legislative changes made this language no longer applicable.

There were no further questions or comments from the Board.

12. Temporary and Proposed Rule Docket No. 08-0301-1701 – Rules of the Public Charter School Commission

BOARD ACTION

M/S (Soltman/Atchley): To approve the temporary and proposed rule Docket 08-0301-1701 as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item and shared with Board members the temporary and proposed changes are in response to legislative changes.

There were no questions or comments from the Board.

OTHER BUSINESS

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

M/S (Atchley/Hill): To adjourn the meeting at 3:38 pm (MDT). The motion carried 7-0. Dr. Clark was absent from voting.

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Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

**DRAFT MINUTES
STATE BOARD OF EDUCATION
September 29, 2017
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held September 29, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Linda Clark presided and called the meeting to order at 3:00 pm Mountain Time.

A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley
Sherri Ybarra, State Superintendent (except where noted)

Andrew Scoggin
Don Soltman
Richard Westerberg

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Governor's Higher Education Task Force Recommendations

BOARD ACTION

M/S (Critchfield/Soltman): To adopt the Governor's Higher Education Task Force Recommendations as submitted in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Soltman): To authorize the Executive Director to amend the System-wide Needs and Scholarships and Grants FY 2019 Budget Request with two additional line items as submitted in Attachment 2 and to prioritize the system-wide request in the following manner. The motion carried 8-0.

Priority 1: Degree Audit/Student Data Analytics System

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Priority 2: Idaho Regional Optical Network (IRON)

Board member Critchfield introduced the item explaining that prior to submittal of the final Task Force findings and recommendations to the Governor, the Board has been asked to formally consider the recommendations as the State Board of Education and that as part of this process, the Board is also being given the opportunity to amend its FY2019 Budget Request and submit additional legislation that might be necessary to start implementation of the Task Force recommendations. There were no questions or comments from the Board on the first motion.

After a reading of the second motion Board member Hill asked why the proposed Degree Audit Student/Data Analytics System would be a responsibility of the Board and not an institutional responsibility. Dr. Hill then asked if the institutions do not already have a system in place to track degrees. To this the Board's Chief Academic Officer, Dr. Randall Brumfield, responded each institution does have their own degree audit system, however, the current model does not provide clear and transparent data and the proposed system would allow students to see how courses taken at one institution would transfer between the other institutions. Dr. Brumfield adds this would apply to both current students as well as dual-credit students. At this time Board member Clark asked if the Board were to move towards a centralized system could this not be the Board's first back office function. To this Dr. Brumfield responded his belief this would be an ideal project for the Board to transition to Systemness. At this time Dr. Hill asked if the institutions would have to abandon their current system and software or if the proposed common system would be an overlay. To this Dr. Brumfield responded the proposed Degree Audit/Student Data Analytics System would be an overlay.

At this time Board member Atchley requested a brief background of the Idaho Regional Optical Network (IRON) request. To this, Board member Hill responded IRON is a means to connect institutions with super computers housed within the Idaho National Laboratory and is a mechanism allowing students to work remotely and still transmit large amounts of data. He adds IRON is a non-profit supported by the state's institutions and the Idaho National Laboratory (INL) and additional funds are needed to continue supporting the institutions working with INL.

Board member Atchley then shared with Board members a conversation she had with a member of the public on how to approach the Higher Education Task Force Access and Affordability Work Group's recommendation for a statewide portal. Ms. Atchley shares with Board members this individual has offered his services on a pro-bono basis during the initial planning stages of this recommendation. She adds this individual's first recommendation is for an inventory of the current systems and the whole process may actually be simpler than anticipated.

At this time, University of Idaho President Dr. Chuck Staben shared with Board members his perspective on the proposed Degree Audit/Student Data Analytics System. He shares with Board members this could be a more complicated process than anticipated, adding any change to the current system will require evaluation prior to implementation. At this time the Board's Chief Academic Officer, Dr. Randall Brumfield responded Board staff's research of this topic has shown there are multiple components which make this process complex, however, it has been found the stated complexities at the institution level are less technical in nature and more an institutional preference. He adds this is a student facing program designed to support students and student success. At this time the Board's Executive Director, Mr. Matt Freeman added his support for Dr. Staben's concern, however, the proposed Degree Audit/Student Data Analytics System is not uncommon and there are vendors available to connect multiple systems. Superintendent Ybarra joined the meeting prior to voting on the second motion.

OTHER BUSINESS

At this time, Board member Clark shared with Board members a recommendation from the Higher Education Task Force to fund an Adult Completer Scholarship. She continues the Board had previously attempted to pass legislation related to this item the past two legislative sessions without success. Dr. Clark then asked Board staff to work with legislators to craft a new approach that could meet legislative approval. Board member Hill expressed his support adding the best approach is to alter the product to

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address the issue. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, added Board staff has been in contact with the Education Commission of the States (ECS) who has offered to provide technical assistance to the Board, recognizing this is a crucial step if the Board is to meet the 60% Goal.

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

M/S (Hill/Critchfield): To adjourn the meeting at 3:20 pm (MDT). The motion carried 8-0.

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SUBJECT

Public Education System - Performance Reporting

REFERENCE

June 2016	Board approved the institutions updated strategic plans, including performance measures for the next four years.
August 2016	Board members requested information on Career Technical teacher preparation program completers.
October 2016	Board reviewed performance measures for the period from FY 2017 – FY 2021
December 2016	Board discussed amendments to the K-20 Education Strategic Plan
February 2017	Board approved amendments to the K-20 Education Strategic Plan FY18 – FY22
April 2017	Board discussed institution and agencies FY18-FY22 Strategic Plans
June 2017	Board approved institution and agencies FY18-FY22 Strategic Plans and requested additional information on college entrance exam performance be presented with the October performance measure reporting in October.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M, and III.S.
Section 67-1901 through 1905, Idaho Code.
Administrative Code, IDAPA 08.02.01.802 – Literacy Growth Targets

BACKGROUND/DISCUSSION

The performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. This presentation is meant generate a discussion regarding the overall cumulative progress being made toward the Board's goals and objectives as well as the institutions specific goals and objectives and any changes the Board may want to make in December to it is K-20 system-wide strategic plan, including performance measures. In addition to the annual performance measure, report Board staff will provide the Board with an update performance of students on the college entrance exam tests (ACT and SAT).

During the October 2011 Board meeting the Board requested that the institutions' strategic plans contain six postsecondary performance measures that are consistent across the public postsecondary educational system. The six system-wide performance measures look at remediation, retention, dual credit

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participation, certificates and degrees conferred, cost per credit hour, and certificate and degree completions. Board staff worked with institution staff to define each measure and assure the data is reported consistently across the system.

At the April 2017 Board meeting as part of the discussion regarding the institutions and agencies' strategic plans the Planning, Policy and Governmental Affairs Committee was asked to look at the current relevancy of the system-wide performance measures and bring back recommendation on three or four updated system-wide performance measures. These recommendations are scheduled to be brought back to the Board at the December Board meeting in conjunction with the discussion on updates to the Board's K-20 Education Strategic Plan.

During the 2016 legislative session, the Board was asked to set, through administrative rule, literacy growth targets for students in kindergarten through grade 3 and to review statewide student proficiency levels and progress toward literacy growth targets annually. The Board set the following targets, based on the spring administration of the statewide reading assessment (Idaho Reading Indicator):

Year 1 (2017-2018) and 2 (2018-2019)

- Kindergarten 1%
- Grade 1 1%
- Grade 2 1%
- Grade 3 1%

Years 3 (2019-2020), 4 (2020-2021), and 5 (2021-2022)

- Kindergarten 1.8%
- Grade 1 2.0%
- Grade 2 1.6%
- Grade 3 1.2%

This will be the first annual review of the proficiency levels, progress toward the trajectory growth targets will not be calculated until after the administration of the assessment in the spring and will be included in the October 2018 review.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts and provides the Board and the public with an update on the progress Idaho's public educational system is making.

ATTACHMENTS

Performance Measure Reports

System-wide Strategic Plan Performance Reports

Attachment 1 – K-20 Public Education Strategic Plan

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Agencies

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Institutions

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Attachment 10 – University of Idaho	Page 32
Attachment 11 – Boise State University	Page 37
Attachment 12 – Idaho State University	Page 46
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Community Colleges

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Special and Health Programs

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Other Performance Data Reports

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Attachment 29 – College Entrance Exam Data	Page 110

Other

Attachment 30 – K-12 Accountability System – Student Engagement Survey	Page 113
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STAFF COMMENTS AND RECOMMENDATIONS

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions and agencies strategic plans. In September of each year the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then makes the reports available to the Governor and the Legislature and then posts them on the State website.

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The Performance Measure Reports include the self-selected performance measures and the Board identified system-wide performance measures. The reports do not include all of the performance measures included in each of the institutions and agencies strategic plans. The Board is provided trend data for each of the performance measures included in the institutions and agencies strategic plans when they review the strategic plans at the April and June Board meetings. This information will be available during the discussion at the Board meeting if there are specific performance measures that are not included in attached reports that Board members would like to discuss.

BOARD ACTION

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

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TAB	DESCRIPTION	ACTION
1	DEVELOPMENT IN K-12 EDUCATION	Information Item
2	ELEMENTARY SCHOOLS WITH LESS THAN 10 PUPILS ADA	Information Item
3	PENDING RULE – DOCKET NO. 08-0203-1702 – COLLEGE ENTRANCE EXAM	Motion to Approve
4	PENDING AND TEMPORARY RULE - DOCKET NO. 08-0203-1708 – IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT ACHIEVEMENT STANDARDS	Motion to Approve
5	PENDING RULE – DOCKET NO. 08-0203-1711 – IDAHO STANDARDS ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS	Motion to Approve
6	ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS – BIAS AND SENSITIVITY REPORT	Motion to Approve

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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- FY2019 Public School Budget Request
- New SDE Portal to Access ISEE
- IRI Briefing
- Parent Portal

ATTACHMENTS

Attachment 1 – Public School Foundation Program	Page 3
Attachment 2 – Public School Foundation Program (excludes IESDB)	Page 5
Attachment 3 – FY19 Public School Budget, Superintendent's Request	Page 7
Attachment 4 – Application Portal Slide	Page 9
Attachment 5 – IRI Pilot Presentation	Page 11
Attachment 6 – Parent Portal Presentation	Page 17

BOARD ACTION

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

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SUBJECT

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

REFERENCE

November 1999	Board approved delegation of approval of elementary schools with less than ten (10) pupils pursuant to Section 33-1003(2)(f) to the Superintendent with a required annual report to the Board consisting of the districts that have requested approval and whether or not they were approved.
October 2015	Superintendent reported to the Board that four (4) districts had requested approval and four (4) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003 (2)(f), Idaho Code

BACKGROUND/DISCUSSION

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) pupils in average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education annually at the September meeting. The Board no longer convenes a regularly scheduled September Board meeting; therefore, the report is being brought to the Board at the regularly scheduled October Board meeting.

Eight (8) schools have requested to operate with less than ten (10) average daily attendance during the 2017 – 2018 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

IMPACT

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS

Attachment 1 – List of approved schools

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Superintendent has approved eight schools to operate with less than 10 students for the 2017-2018 school year. In 2015 the Superintendent reported

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having approved four schools, two elementary and two joint elementary – junior high schools for the 2015-2016 school year. There is no documentation of a report to the Board in 2016.

Section 33-107(4)(d) and (e), Idaho Code allows the Board to:

- (d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;
- (e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section [33-105\(2\)](#), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board...

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy. Furthermore, the original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In 2014, the Board amended its bylaws to require all Board action that "impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy." To allow for future delegation of this duty the Board will need to amend Board Policy incorporating the delegation and reporting requirements. Board staff will bring forward an amendment to Board Policy in the future to incorporate the delegation and reporting requirements.

BOARD ACTION

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

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SUBJECT

Pending Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

REFERENCE

August 2013	The Board approved removal of the ACCUPLACER as an acceptable college entrance examination.
August 2015	The Board approved removal of the Compass exam as an acceptable college entrance examination for students graduating after 2017.
June 2017	The Board approved Proposed Rule Docket No. 08-0203-1702.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code
IDAPA 08.02.03.105.03, College Entrance Examination

BACKGROUND/DISCUSSION

IDAPA 08.02.03.105.03 requires a student to take the SAT or ACT before the end of their eleventh grade year to meet graduation requirements. A rule change effective March 2016 removed the Compass assessment as an option to meet the requirement for students graduating after 2017. The final administration of the Compass assessment was on November 1, 2016, which potentially impacts students graduating in 2018. This pending rule change will allow students who took the Compass exam prior to its final administration to meet the college entrance exam (CEE) graduation requirement.

The rule change clarifies when a student with disabilities can be exempted from the CEE requirement. Individualized Education Program teams will also be able to consider the ACCUPLACER Placement Assessment as an acceptable CEE for students with disabilities to meet the CEE graduation requirement.

Also, to accommodate a variety of circumstances preventing students from completing the CEE, a form provided by the Department will be available for school counselors or administrators to submit exemption requests. This form will allow schools to present an alternative test or provide explanation of extenuating circumstances prohibiting a student from meeting the CEE requirement. The request will be reviewed and approved by the Superintendent of Public Instruction or the Superintendent's designee.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017. No comments were received during the public meetings, and five (5) written comments in favor of the suggested amendments were received through the SDE's public comment online submission form.

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A Notice of Rulemaking - Proposed Rule was published in the August 2, 2017, edition of the Administrative Bulletin, and no public comments were received during the August 2 – August 23 public comment period. As a result, no changes were made between the proposed rule and the pending rule.

IMPACT

The passage of this pending rule will allow students who participated in the Compass assessment on or before its final administration to meet the CEE graduation requirement. The rule will also allow students with disabilities receiving services to use the ACCUPLACER Placement Assessment when more appropriate for the student. Students with extenuating circumstances will have an opportunity to use other assessments or be exempt from the CEE requirement.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket No. 08-0203-1702

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the August 2013 Board meeting the Board approved the removal of the Accuplacer as an eligible assessment for meeting the college entrance exam graduation requirement. The Board found that during the first year of the implementation of the college entrance exam requirement some alternative schools had all of their students take the Accuplacer assessment without giving them the choice or encouragement to try the SAT or ACT. Department staff at that time (2013) reported that the reasons behind this was that the school district staff did not believe the students would “go-on” to postsecondary education, therefore there was no need for them to take the SAT or ACT. The original purpose of the college entrance exam requirement was to show students who would not normally or voluntarily take a college entrance exam that they were capable of doing well on the exam, additionally, any areas of weakness identified by the assessment could also be addressed during their senior year.

The proposed amendment to subsection 105.03.a. would allow students on an individualized education plan to use the Accuplacer placement exam to meet the college entrance exam requirement. The current codified rule allows students enrolled in a special education program with an individual education plan that specifies the student would need accommodations that would result in a non-reportable score on the assessment to choose to be exempt from the college entrance exam requirement. The new language would allow students who were on an individualized education plan but did not meet the same level of accommodations necessary for the exemption to take the Accuplacer in place of the SAT or ACT. The proposed changes to subsection 105.03.b (new subsection c.) would limit the existing exemption to those students receiving special education services through an individual education plan who have a plan that indicates they meet the requirements to take the ISAT-Alternate Assessment. The Alternate Assessment is available to those students with the most

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significant, cognitive disabilities for whom the general assessment is not appropriate.

At the August 2015 Board meeting the Board approved a proposed rule eliminating the Compass exam as an option for meeting the college entrance exam high school graduation requirement after the 2016-2017 school year. At that time it had been announced that the Compass was being discontinued and would not be available in the spring of 2017 when students normally take the exam, making the 2015-2016 school year the final year when the exam would be available for the entire school year. Board staff worked with the Department's Assessment staff at that time to make sure school districts were notified of the change. Due to a subsequent change in staffing at the Department level, not all school districts were notified that the Compass was no longer an eligible assessment for meeting the graduation requirement during the 2016-2017 school year, and some school districts had students take the assessment in the fall, not realizing, that it no longer met the graduation requirement. The proposed amendment regarding the Compass exam will allow for those students who took the exam in the fall, who will not be graduating until the 2017-2018 school year to use the Compass exam to meet the graduation requirement.

The proposed addition of subsection 105.3.d. would allow school district to apply to the Superintendent of Public Instruction or their designee to take a different college entrance exam or college placement exam than those specified in Administrative Code or to exempt the student completely from the requirement at their discretion.

BOARD ACTION

I move to approve Pending Rule Docket No. 08-0203-1702, Rules Governing Thoroughness - College Entrance Examination, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Temporary and Pending Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

REFERENCE

November 2009	Board adopted The Idaho English Language Assessment Achievement Standards as temporary
August 2010	Board adopted The Idaho English Language Assessment Achievement Standards as pending, that were approved in November 2009
November 2015	Board approved pending rule changes to IDAPA 08.02.03.105
August 2016	Board removed the Idaho English Language Assessment (IELA) Achievement Standards
April 2017	Board approved Temporary and Proposed Rule Docket No. 08-0203-1708

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-1612, and 33-1617, Idaho Code
IDAPA 08.02.03.004, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

This pending rule provides for the re-insertion of the Idaho English Language Proficiency Assessment Achievement Standards, a document incorporated by reference. The Idaho English Language Assessment (IELA) Achievement Standards were removed from code upon adjournment of the 2017 Legislature. New English Language Proficiency Assessment (ELPA) Achievement Standards need to be added in place of the old standards so schools have accurate identification of a student's cut scores and corresponding six (6) achievement levels. Additionally, IDAPA 08.02.03.112.05.b refers to the Idaho English Language Proficiency Assessment definitions for levels of language proficiency and will no longer be referencing the correct incorporated by reference document when the standards are removed. The new standards will take place of the old standards and allow this reference in code to point to the correct incorporated by reference document.

A Notice of Rulemaking – Temporary and Proposed Rule was published in the June 7, 2017, edition of the Administrative Bulletin, and no public comments were received during the June 7 – June 28 public comment period.

Upon review of the proposed incorporated document during the comment period, Department staff determined that additional information would make the document easier for practitioners to use. The amendments are highlighted in Attachment 2:

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- Performance definitions, which had been presented to the Board in April as an attachment to the proposed and temporary rule but not included in the rule, have been added to the incorporated document.
- The full range of scores has been added to each of the Cut Scores & Proficiency Levels charts.

IMPACT

We are required to assess English Learner students in English language proficiency annually, pursuant to the federal Elementary Secondary Education Act, reauthorized under the Every Student Succeeds Act. If English Learner students are not tested, we will not meet federal requirements.

ATTACHMENTS

Attachment 1 – Pending and Temporary Rule, 08-0203-1708	Page 5
Attachment 2 – Idaho English Language Proficiency Assessment Achievement Standards	Page 8

STAFF COMMENTS AND RECOMMENDATIONS

Prior to the April 2017, Board approval, the Board last approved the English Language Assessment Achievement Standards in 2009. Since that time the achievement standards had become outdated. In 2015, the Board approved the request by the Department of Education to remove the 2009 Achievement Standards from administrative rule. The 2015 Pending Rule was not approved by the legislature due to concern over other amendments to IDAPA 08.02.03 that were included in the same docket. During the rulemaking process in 2016 the Department of Education requested the removal of the outdated IELA Achievement Standards be included with other changes to the state assessment and accountability system that were being promulgated that year by Board staff. The Board approved these amendments along with the creation of a new school accountability framework. The 2017 Legislature accepted all of the changes and they became effective at the close of the 2017 legislative session. The Department is now bringing forward updated achievement standards and updating the name of the assessment.

Approved proposed rules have a 21 day public comment period, following publication in the Administrative Bulletin, prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration during the next session and become effective at the end of the legislative session in which they are reviewed, if they are not rejected by the legislature.

Unlike proposed and pending rules, temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action.

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The Board approved the original temporary rule at the regular April 2017 Board meeting. The standards adopted by the Board and incorporated by reference into the temporary rule went into effect on April 20th, 2017. To maintain the consistency between the standards that are currently in place and those that will be in place at the end of the 2018 Legislative Session, should the legislature accept the pending rule, the Board will need to approve an amendment to the temporary rule in addition to approving the pending rule.

The only change to the rule language is to update the standards adoption date to the October 18, 2017 consideration date.

Staff recommends approval.

BOARD ACTION

I move to adopt the amended Idaho English Language Proficiency Assessment Achievement Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve Pending and amended Temporary Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Pending Rule, Docket No. 08-0203-1711, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

REFERENCE

May 2011	Board approved the Idaho Alternate Assessment Achievement Standards.
September 2015	Board approved a temporary rule amending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.
October 2016	Board approved a temporary rule extending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.
June 2017	Board approved proposed rule Docket No. 08-0203-1711

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-1612 and 33-2002, Idaho Code
IDAPA 08.02.03.004.06

BACKGROUND/DISCUSSION

This pending rule incorporates by reference the Idaho Alternate Assessment Achievement Standards into IDAPA 08.02.03

In 2011, Idaho joined the National Center and State Collaborative (NCSC), a project led by 24 states and five (5) centers to develop an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. The alternate assessment was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Content Standards. The adoption of the NCSC recommended standards was approved in May 2011, and amendments were approved by temporary rule by the State Board of Education in September 2015, and again in October 2016.

A Notice of Rulemaking – Proposed Rule was published in the August 2, 2017 Administrative Bulletin and no public comments were received during the August 2 – August 23 public comment period. Upon review of the proposed incorporated document during the public comment period, Department staff determined that the incorporated document would be more helpful to practitioners with the addition of

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text regarding performance levels and the addition of the Performance-Level Scale Score Ranges table. The table shows the scale score ranges for performance levels for each grade and content area. Staff also determined that the NCSC Mathematics and English Language Arts tables were erroneously included in the document, so the tables have been removed. These changes are highlighted in Attachment 2.

IMPACT

This pending rule is necessary to comply with the Individuals with Disabilities Act, the Elementary and Secondary Education Act, and the Every Student Succeeds Act.

ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0203-1711 Page 5

Attachment 2 – Idaho Alternate Assessment Achievement Standards,
Performance Level Descriptors Page 8

STAFF COMMENTS AND RECOMMENDATIONS

The alternative assessment is available to Idaho students who, based on the students' individualized education plan, are determined to be unable to take the Idaho Standards Achievement Test with or without accommodations or adaptations. These students have significant cognitive disabilities and the standard assessment is not appropriate.

The temporary rule approved by the Board in September 2015 expired at the end of the 2016 legislative session, converting the Idaho Alternate Assessment Achievement Standards to those approved by the Board May 18, 2011 (previous codified version). These standards are no longer in alignment with Idaho's alternate standards achievement test, commonly referred to as the ISAT-Alt and referenced as the Idaho Alternate Assessment in IDAPA 08.02.03.111. The Board was asked by the Department of Education to approve a new temporary rule incorporating the Alternate Assessment Achievement Standards approved by the Board at the September 2015 Board meeting into a new temporary rule in October of 2016. Due to the state deadlines regarding the submittal of proposed rules, the Board could not consider both a temporary and proposed rule at that time and approved a new temporary rule only. The rule approved by the Board in October of 2016 was extended during the 2017 legislative session, allowing it to remain in place until the legislature adjourns at the end of the 2018 legislative session. The extension made it unnecessary for the Board to consider a new temporary rule at the June 2017 Board meeting, allowing the rule to come forward as a proposed rule only.

In addition to the negotiated rulemaking process that is conducted prior to the drafting of proposed rules, proposed rules approved by the Board are published in the Administrative Bulletin and are required to have a 21 day public comment period. Following the close of the public comment period the proposed rule is

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brought back to the Board for consideration as a pending rule. If approved by the Board the pending rule will be forwarded to the legislature for consideration. If accepted by the legislature the rule will go into effect at the end of the 2018 legislative session, at the same time the extended temporary rule expires.

The Idaho Alternate Assessment Achievement Standards have been amended from the version that is currently in place under the temporary rule approved by the Board in 2016. Without amendment to the temporary rule those standards will stay in place until the temporary rule expires at the end of the 2018 Legislative Session and the new amended Idaho Alternate Assessment Achievement Standards take effect.

The only change to the language within the rule between the proposed and pending stages is to update the version date of the standards to the new consideration date. Changes to the standards themselves, are highlighted and start on page 45 of Attachment 2.

BOARD ACTION

I move to approve the amended Idaho Alternate Assessment Achievement Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Pending Rule Docket No. 08-0203-1711, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Idaho Bias and Sensitivity Committee recommendations to remove items from the 2018 Idaho Standards Achievement Test (ISAT) administration.

REFERENCE

November 2014	The Board appointed thirty (30) committee members for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to perform a one-time review.
February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	The Board appointed new committee members.
December 2016	The Board approved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
August 2017	The Board appointed new committee members.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code – Assessment Item Review Committee

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system. The committee reviews the computer adaptive test questions on the summative ISAT developed by Smarter Balanced, in English language arts (ELA)/Literacy and Math, for bias and sensitivity.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's recommendations.

The Bias and Sensitivity Committee is recommending the removal of the following items from the 2018 ISAT by Smarter Balanced Assessment:

- One (1) Grade 4 ELA Item

IMPACT

As a result of previous recommendations by the Bias and Sensitivity Committee and approval of these recommendations, Idaho requires a separate item configuration for the online delivery of the ELA assessment. The ongoing costs associated to generate the separate test configuration is \$57,000 annually. The recommendation from the 2017 review committee does not incur additional costs.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

ATTACHMENTS

Attachment 1 – 2017 Bias and Sensitivity Committee Report	Page 3
Attachment 2 – Idaho Bias and Sensitivity Review	Page 12
Attachment 3 – LABS Guidelines Handout	Page 32
Attachment 4 – Content Rater and Rules	Page 34

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

Assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium. Publically disclosing the assessment item would compromise its validity for use by other states. To maintain the integrity of the assessment items the specific item being requested for removal has been made available to Board members prior to the Board meeting and are not available to the public for review.

BOARD ACTION

I move to adopt the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to reject the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	AUDIT – BOISE STATE UNIVERSITY OPERATING AGREEMENT WITH BSU RESEARCH FOUNDATION	Motion to Approve
2	BAHR-FINANCE - IDAHO STATE UNIVERSITY - UPGRADE/REPLACE NETWORK SWITCHING HARDWARE	Motion to Approve
3	BAHR-FINANCE - UNIVERSITY OF IDAHO - DISPOSAL OF REAL PROPERTY – UI ABERDEEN RESEARCH & EXTENSION CENTER, BINGHAM COUNTY	Motion to Approve
4	IRSA – GENERAL EDUCATION COMMITTEE NOMINATIONS	Motion to Approve
5	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENT	Motion to Approve
6	PPGA – IDAHO INDIAN EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
7	PPGA – IDAHO STATE UNIVERSITY MERIDIAN HEALTH CENTER NAME CHANGE	Motion to Approve
8	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Motion to Approve
9	SDE - EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CONSENT
OCTOBER 19, 2017

BOISE STATE UNIVERSITY

SUBJECT

Re-approval of Boise State University operating agreement with Boise State University Research Foundation.

REFERENCE

November 2014	Idaho State Board of Education (Board) approved the Boise State University operating agreement with Boise State University Research Foundation
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.c.

BACKGROUND/DISCUSSION

Board policy V.E. requires that operating agreements between institutions and their affiliated foundations must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval. Boise State University (BSU) is submitting the existing operating agreement with the BSU Research Foundation for its three-year review and re-approval. The current document has been vetted by BSU's Vice President for Research and General Counsel, and no changes are proposed to the agreement originally reviewed by the Audit Committee and approved by the Board in 2014.

IMPACT

Re-approval of the BSU-BSU Research Foundation operating agreement will enable BSU to comply with Board policy and provide a sound basis for continued coordination and mutual support between the university and its affiliated research foundation.

ATTACHMENTS

Attachment 1 - Operating Agreement	Page 3
Exhibit A - Loaned Employee Agreement	Page 15
Exhibit B - Administrative Support Services Agreement	Page 21
Exhibit C - Articles of Incorporation	Page 23
Exhibit D - Bylaws	Page 27

CONSENT
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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the operating agreement, which is unchanged from the agreement approved by the Board in November 2014. This will meet the Board's requirement for review and approval/re-approval of institutions' operating agreements with their affiliated foundations not later than every three years.

BOARD ACTION

I move to approve the Operating Agreement between Boise State University and the Boise State University Research Foundation.

Motion by _____ Seconded by _____ Carried Yes ___ No ___

IDAHO STATE UNIVERSITY

SUBJECT

Replacement and upgrade of Idaho State University (ISU) campus-wide network switching hardware

REFERENCE

June 2012

Idaho State Board of Education (Board)
approved initial network switching infrastructure
upgrade

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

ISU's current network distribution and access layer switching hardware was last updated in June 2012. The hardware has reached its forecasted end-of-life and has exceeded the date beyond which vendors can provide warranty and software support. This increases ISU's vulnerability to attacks, and the system can no longer meet industry-wide technical standards. In addition, the current hardware system does not meet the growing bandwidth demands of ISU programs.

The network hardware upgrade for distribution and access layer switches is estimated at \$2,368,000. An additional estimated \$325,000 will be need for materials and supplies to support the installation of the new switches. The estimated total project cost is \$2,693,000. This hardware will be purchased under state contract #PADD1118.

IMPACT

Funding for the proposed replacement/upgrade has been included as a planned acquisition within ISU's current budget, and adequate funding is available for the purchase and installation of the equipment.

ATTACHMENTS

Attachment 1 - Presidio Quote ISU Distribution Switches

Page 3

Attachment 2 - Presidio Quote Switch Refresh

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The proposed upgrade will ensure that ISU has a secure network system which supports the needs of institutional users and is supportable by ISU staff and commercial vendors. Utilization of a current state contract for this hardware purchase obviates the need for a bid process.

Staff recommends approval.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to approve the request by Idaho State University to replace and upgrade the university's network switching hardware, for an amount not to exceed \$2,693,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property at University of Idaho (UI) Aberdeen Research and Extension Center, Bingham County

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.iii.

Section 58-335, Idaho Code

BACKGROUND/DISCUSSION

The JR Simplot Company is planning to build a new fertilizer mixing and packaging plant at their facility adjoining Regents property located in Aberdeen, Idaho. This Regents property is presently managed as part of the UI Aberdeen Research and Extension Center. Simplot has requested permission to construct a railroad spur across Regents property to serve their new facility. The disposal of the 2.01 acres of Regents property needed for Simplot's project will not affect UI operations, and the UI College of Agricultural and Life Sciences supports the disposal of this property to accommodate Simplot's adjoining facility development plans. The subject property (as shown on the attachment) has occasionally been used for field research trials, but the land is not well suited to the type of research typically conducted at the UI Aberdeen Center, and the land is somewhat isolated from UI's primary research cultivation areas because of a Union Pacific rail line that already exists near this parcel. Simplot has also agreed to construct a fence along the adjusted boundary line.

The property to be conveyed to Simplot was appraised at \$15,000 and Simplot will compensate UI for that value in addition to covering appraisal costs of \$400.

IMPACT

No programmatic impact from the conveyance of this parcel is anticipated.

ATTACHMENTS

Attachment 1– Draft Quitclaim Deed	Page 3
Attachment 2—Survey map of subject property	Page 5
Attachment 3 – Satellite map of subject property and vicinity	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The UI has considered the requirements of Idaho Code (Section 58-335) in addition to Board policy (V.I.5.b.iii.) in proposing this property disposal. As required by statute, the property has been appraised, and the public notice requirement will be met through this public Board action.

Staff recommends approval.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to approve the request by the University of Idaho to dispose of 2.01 acres of land, as described in Attachment 1, for the sum of \$15,400 and to authorize the Vice President for Infrastructure to execute all necessary transaction documents for conveying this real property, as proposed in the materials presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
OCTOBER 19, 2017

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Togle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education.

BACKGROUND/DISCUSSION

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; and, as an ex-officio member, a representative from the Idaho Registrars Council.

The University of Idaho (UI) has forwarded the name of Cher Hendricks for consideration to formally replace Kenton Bird.

IMPACT

The proposed appointment replaces UI's representative on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho has hired a new Vice Provost for Academic Initiatives, Dr. Cher Hendricks who will assume responsibilities on campus for Kenton Bird.

Board staff recommends approval.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to appoint Dr. Cher Hendricks, representing University of Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
OCTOBER 19, 2017

SUBJECT

Data Management Council Appointment

REFERENCE

June 2017

The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of the Educational Analytics System of Idaho (EASI) and oversees the creation, maintenance and usage of this P-20 and Workforce system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education, public postsecondary institutions, a registrar, State Department of Education, school districts, the Division of Career Technical Education, and the Department of Labor.

As of July 2017, one remaining seat was vacant for a representative from a small, rural school district. This appointment fills that seat.

IMPACT

Appointment of Luke Schroeder will result in all seats on the Data Management Council being full.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership	Page 3
Attachment 2 – Letter of Interest from Luke Schroeder	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council met and unanimously voted to recommend Luke Schroeder to the Board for appointment on the Data Management Council. Mr. Schroeder is currently serving as the superintendent of Kimberly School District. The Data Management Council felt that his experience and perspective would be valuable in contributing to the Council.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Luke Schroeder to the Data Management Council for the remainder of the term from July 1, 2017 to June 30, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CONSENT
OCTOBER 19, 2017

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Shoshone-Bannock Tribes have forwarded Mr. Marcus Coby's name for consideration as their tribal chair designee representative on the Indian Education Committee. The Coeur d'Alene Tribe has also submitted Ms. Tina Strong's name for consideration as the Bureau of Indian Education representative. Additionally, North Idaho College has forwarded Mr. Graydon Stanley's name for consideration as their representative on the committee.

IMPACT

This appointment will fill three of the six vacant seats on the committee.

**CONSENT
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ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Shoshone-Bannock Tribal Resolution	Page 5
Attachment 3 – Letter from NIC President MacLennan	Page 7
Attachment 4 – Letter from Coeur d'Alene Tribe	Page 8

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Donna Bollinger is no longer on the Fort Hall Business Council. Mr. Marcus Coby has been identified to replace Ms. Bollinger and serve as the tribal chair designee. If approved, Mr. Coby would serve a new five-year term effective immediately and conclude on June 30, 2022.

Ms. Evanlene Melting Tallow completed her term on the committee on June 30, 2017 as North Idaho College's (NIC) representative. Mr. Graydon Stanley has been identified to replace Ms. Melting Tallow and serve as NIC's representative. Mr. Stanley is currently the Vice President for Student Services. If approved, Mr. Stanley would serve a new five-year term effective immediately and conclude on June 30, 2022.

Mr. Donovan Chase is no longer with the Coeur d'Alene Tribal School. Ms. Tina Strong is the new superintendent and has been identified to replace Mr. Chase and serve as one of the Bureau of Indian Education representatives on the committee. If approved, Ms. Strong would complete Mr. Donovan's term, which ran from July 1, 2016 – June 30, 2021.

BOARD ACTION

I move to appoint Mr. Marcus Coby, as the Shoshone-Bannock Tribes tribal chair designee, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Graydon Stanley, representing North Idaho College, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Ms. Tina Strong, representing Coeur d'Alene Tribal School, effective immediately and expiring June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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IDAHO STATE UNIVERSITY

SUBJECT

Facility Naming – Meridian health Science Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.K

BACKGROUND/DISCUSSION

The ALSAM Foundation, named in honor of L.S. “Sam” and Aline Skaggs and has a long history of support for Idaho State University (ISU) health programs and students. When the ALSAM Foundation embraced Idaho State University’s vision for a professional medical education and health sciences facility in the Treasure Valley, many believed the university was 20 years away from fully occupying the 60,000 square foot building. However, the overwhelming response of Idaho students seeking a career in health professions, and overall legislative support for those programs and facilities has exceeded all expectations. A second floor addition will allow expansion to include programs in pharmacy, medical lab science, dental residency, physician assistant, a pharmacology research lab, a bio skills lab, an anatomy and physiology lab and clinical facilities. Today, ISU fully occupies 182,000 square feet. In total, ALSAM has made financial gifts to the Meridian campus including \$10.5 million for the building, \$1.5 million for a scholarship endowment for pharmacy students, \$550,000 for annual scholarship awards, and \$30,000 for biological research. Total support from ALSAM exceeds \$12.5 million to date.

These leadership gifts and a naming opportunity for the Skaggs family have been paramount in building this opportunity for Idaho students. This center has become a crown jewel for Idaho State University and the State of Idaho. Moving forward, this name will allow for an increasingly significant impact on the health sciences programs at ISU.

IMPACT

Approval of the facility naming request will allow ISU to rename the Meridian Health Science Center and honor the contributions of the Skaggs family.

ATTACHMENTS

Attachment 1 – Memo to President Vailas approving the renaming

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose

CONSENT
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name is proposed; and the individuals relationship to the institution. Based on the information provided by ISU the request is in compliance with Board policy.

BOARD ACTION

I move to approve the request by Idaho State University to rename the “Meridian Health Science Center,” located at 1311 E. Central Drive, Meridian, ID, to the “Sam and Aline Skaggs Health Science Center.”

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
OCTOBER 19, 2017

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the August 10, 2017 Board meeting. Since that meeting, Board staff has received twenty-nine (29) permits from Boise State University, ten (10) permits from Idaho State University, and twelve (12) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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CONSENT
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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2016	Board approved six (6) provisional certificates (Jerome SD – 3, Madison SD – 1, Mountain Home SD – 1, West Jefferson SD – 1)
February 2017	Board approved seventeen (17) provisional certificates (Bear Lake SD – 2, Blaine County SD – 1, Cambridge SD – 2, Challis Joint SD – 2, Council SD – 1, Grace Joint SD – 1, Boise SD – 2, Jerome Joint SD – 1, West Ada SD – 1, Marsh Valley SD – 1, Sage International – 1, St. Maries SD – 1, Twin Falls SD – 1)
April 2017	Board approved three (3) provisional certificates (Challis SD – 1, Preston SD – 1, Jerome SD – 1)
June 2017	Board denied one (1) provisional certificate (West Bonner County SD)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Four (4) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district/charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Bliss School District #234

Applicant Name: Butler, Demsie

Content & Grade Range: Biological Science 6-12, Natural Science 6-12 and Health 6-12

Educational Level: BS, Biology, Minor - Chemistry

Declared Emergency: August 14, 2017, Bliss School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted August 7, 2017. Last year the district employed a retired teacher that decided not to return. They received no applicants. The district reviewed current staff and found a part-time

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aide that held a bachelor's degree, but has applied to medical school and agreed to work for one school year but has no desire to pursue the teaching profession.

PSC Review: The Professional Standards Commission Authorizations Committee met September 14, 2017. The committee recommends Bliss School District's request for Demsie Butler without reservation.

Buhl School District #412

Applicant Name: Chavez, Danielle

Content & Grade Range: Teacher Librarian K-12

Educational Level: 83 college credits, enrolled in Grand Canyon University teacher preparation program, estimated Fall 2019 graduate.

Declared Emergency: July 17, 2017, Buhl School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted June 15, 2017. Resignation was received in June from the prior librarian. The district reviewed current staff and found a paraprofessional that was in the process of obtaining her bachelor's degree from Grand Canyon University. She contacted University of Idaho and has a plan that will lead to the Teacher Librarian endorsement starting the 2018-19 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met August 1, 2017. The committee recommends Buhl School District's request for Danielle Chavez without reservation.

Kimberly School District #414

Applicant Name: Nield, Mindy

Content & Grade Range: Health K-12

Educational Level: BS, Health Science

Declared Emergency: August 1, 2017, Kimberly School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The district hired a suitable candidate that resigned July 17, 2017. The position was posted July 18, 2017. The posting had six (6) views on the website, three (3) applications were received, and two (2) interviews were conducted. The candidate is unable to commit to a plan that would lead to certification due to the financial hardship she would face for a part-time position. She is willing to consider the plan for next year.

PSC Review: The Professional Standards Commission Authorizations Committee met September 14, 2017. The committee recommends Kimberly School District's request for Mindy Nield without reservation.

Nampa School District #131

Applicant Name: Beck, Aaron Tayson

Content & Grade Range: Spanish 6-12

Educational Level: 95 credits, enrolled in Boise State University teacher prep program, estimated Fall 2018 graduate.

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Declared Emergency: August 8, 2017, Nampa School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted June 6, 2017. The posting had five (5) applicants. The first offer declined due to pay, the next offer declined, giving no reason and the additional candidates were not viable. Mr. Beck contacted the district on the same day the last one declined. He was enrolled at BYU-Idaho in a teacher prep program for Spanish. He has transferred to BSU with an estimated graduation of Fall 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met September 14, 2017. The committee recommends Nampa School District's request for Aaron Tayson Beck without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to assure the applications are complete. The Professional Standards Commission then reviews requests for the one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

CONSENT
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BOARD ACTION

I move to approve a one-year emergency provisional certificate for Demsie Butler to teach Biology, Natural Science and Health grades six (6) through twelve (12) in the Bliss School District #234 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Danielle Chavez to serve as Teacher Librarian grades kindergarten through twelve (12) in the Buhl School District #412 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Mindy Nield to teach Health grades six (6) through twelve (12) in the Kimberly School District #414 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Aaron Tayson Beck to teach Spanish grades six (6) through twelve (12) in the Nampa School District #131 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	LEWIS-CLARK STATE COLLEGE – ANNUAL REPORT	Information Item
2	WORKFORCE DEVELOPMENT COUNCIL REPORT	Information Item
3	BOARD POLICY I.J. USE OF INSTITUTIONAL FACILITIES – 2ND READING	Motion to Approve
4	BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – 2ND READING	Motion to Approve
5	GOVERNOR’S HIGHER EDUCATION TASK FORCE RECOMMENDATIONS	Motion to Approve
6	TEACHER CERTIFICATION – ALTERNATIVE PROGRAM – CONTENT SPECIALIST	Motion to Approve
7	TEACHER CERTIFICATION – ALTERNATE STATE APPROVED ASSESSMENT	Motion to Approve

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures,
Section I.M.4.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide an annual 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

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

ATTACHMENTS

Attachment 1 – Annual 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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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

SUBJECT

Workforce Development Council Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1336, Idaho Code

Executive Order 2015-02 – Establishing the Workforce Development Council for planning and oversight of the state's workforce development system

BACKGROUND/DISCUSSION

The Workforce Development Council was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Workforce Development Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. The Council's 26 members are constituted from the following:

- a. Representatives of business and industry shall comprise at least 40% of the members;
- b. At least 15% of the members shall be representatives of local public education, postsecondary institutions, and secondary or postsecondary vocational educational institutions;
- c. At least 15% of the members shall be representatives of organized labor based on nominations from recognized state labor federations;
- d. Representatives from the Department of Commerce, Department of Labor, the State Board of Education, Division of Professional-Technical Education and the Superintendent of Public Instruction; and
- e. A representative of a community-based organization.

The Council is responsible for advising the Governor and the State Board of Education as appropriate and at regular intervals on items that include but are not limited to:

- a. Development of the statewide strategy for workforce development programs;
- b. Development of the Workforce Innovation and Opportunity Act (WIOA) State Plan
- c. Preparation of the annual report to the US Secretary of Labor as required under section 103 of WIOA;
- d. Development and continuous improvement of comprehensive State workforce services and performance measures;
- e. Development of a statewide employment statistic program and a plan for comprehensive labor market information;
- f. Development of technological improvements to facilitate access to and improve the quality of workforce system services and activities; and
- g. Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act.

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To fulfill the responsibility of the Workforce Development Council as outlined in statute and executive order, Trent Clark, Chair of the Workforce Development Council, will be making the Council's report to the State Board of Education.

ATTACHMENTS

Attachment 1 – Workforce Development Council Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Workforce Development Council was established to provide strategic direction and oversight of Idaho's workforce development system. The Council members represent business, workers, education, state and local government and community based organizations. The primary role of the Council is to advise Governor C.L. "Butch" Otter and the State Board of Education on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

BOARD ACTION

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

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BOISE STATE UNIVERSITY/UNIVERSITY OF IDAHO

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – Second Reading

REFERENCE

April 2011

The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events.

June 2015

The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.

June 2016

The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.

June 2017

The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.

August 2017

The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a “written or electronic” invitation be added and the term “youth” be changed to “minors,” add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I. J. Use of Institutional Facilities and Services.

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Idaho Administrative Code, IDAPA 38.04.07.305.02

BACKGROUND/DISCUSSION

Board policy I.J. sets out the provision by which the institutions under the Board's direct governance may allow for the consumption of alcohol on campus. The proposed amendments brought forward by the University of Idaho and Boise State University would expand alcohol service on institution campuses and allow:

- Designate certain venues where alcohol may be served for campus events to include certain NCAA athletic events under the same conditions as has been provided in Board policy. The institution President could then approve the plan, subject to annual Board approval, and issue a permit in those limited facilities as happens with other campus events where alcohol is served. The Board would receive an annual report instead of being required to consider annual permission.
- Add the ability for a CEO to permit a designated pregame event for valid ticket holders under conditions prescribed in Board policy.
- Outside of athletic events, the amendments will also update prior requirements for non-NCAA events, to have a defined seating area where alcohol beverages may be possessed and consumed at entertainment events. This section of policy is problematic with concerts, performances and similar events and for their promoters as it is difficult to set aside a section of seating for patrons consuming only non-alcoholic beverages – or vice versa.
- Add a new section 2.d addressing conditions under which game patrons and their private guests may consume alcohol as part of tailgating functions.

IMPACT

Approval of the proposed amendments will allow for the drinking of alcohol in designated tailgating areas and retain the requirement for annual Board approval.

ATTACHMENTS

Attachment 1 – proposed policy revisions, Section I.J.

Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University and the University of Idaho have jointly proposed amendments to the Board's policy regarding the service of alcohol in institution facilities or on institution properties (Board Policy I.J.). Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities, and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold, possessed or

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consumed in institution facilities.

Board Policy I.J. 2.6 currently allows the presidents of the institutions to approve waivers of the prohibition against alcohol service and allow service of alcohol for events on campus (under specified conditions that are not in conjunction with student athletics events) and then immediately report to the Board staff on those events. Alcohol service may be allowed with prior Board approval in conjunction with NCAA football pregame events. Alcohol service in conjunction with any other student athletic event is prohibited.

No comments were received, outside of the August 2017 Board meeting, to the policy amendments between the first and second reading. The second reading of the policy includes those amendments that were specifically requested by the Board at the August 2017 Board meeting. These include:

1. changing the term “youth” to “minor”
2. reinstating the written permission requirement and expanding it to “written or electronic”
3. reinstating the prohibition of minors in the alcohol service area of pre-game events
4. reinstating the separation of alcohol service areas with non-alcohol service areas.

The language that was originally proposed to be eliminated that was reinstated by the Board at the August 2017 Board meeting is highlighted. Other amendments made between the first and second reading are indicated in red text.

The proposed policy revisions to non-NCAA events include:

1. expanding the current requirement for a “written” invitation to include “written” or “electronic”.

The proposed amendment to the policy regarding the sale or consumption of alcohol in conjunction with NCAA athletic events will:

1. expand permission to allow alcohol service at all NCAA athletic when specified in subsection 2.c.i. and confine the alcohol service to specific venues and sports listed in the policy (only football and basketball are being requested at this time, future expansion of event types and venues would require an amendment to Board policy);
2. allow minors to be present in the alcohol service areas in in-suite areas only, as long as they are under the direct supervision of an adult;
3. allow individuals who have purchased admission and their ticketed guests to enter alcohol service areas without a written personal invitation from the institution President.

Five venues at Boise State University, one venue at Idaho State University and

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two venues at the University of Idaho are identified as approved locations.

In addition to the amendments proposed by the universities the attached draft includes an increase in the per instance liability limits from \$500,000 to \$1,000,000. This amendment would bring the policy in compliance with the minimum liability insurance coverage required by Risk Management for permitted events.

BOARD ACTION

I move to approve second reading of changes to Board policy section I.J. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Career Technical Education, Second Reading

REFERENCE

October 2014	Board approved the second reading of amendments to Board Policy IV.E., incorporating the Idaho Agricultural Education Quality Program Standards approved August 2014, by reference.
August 2017	Board approved the first reading of amendments to Board Policy IV.E. adding current definitions of terms used and secondary program descriptions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E

BACKGROUND/DISCUSSION

These proposed amendments to Board policy IV.E. Division of Career Technical Education formalize the definitions of existing career technical education program types to ensure consistency among all programs statewide and career technical education assessments. The definitions complement the Career Technical Education Workplace Readiness Standards which were adopted by the Board in 2016, and incorporated by reference into IDAPA 08.02.03.004.

IMPACT

The policy will have a positive impact on program delivery, as it will provide a clear framework for how career technical programs should be structured and delivered. There will be no fiscal impact, as the definitions of required assessments reflect current practices. Long term fiscal impact will be determined as the number of students taking the assessment(s) increases.

ATTACHMENTS

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

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy IV.E. details policies and procedures specific to the Division of Career Technical Education (Division) and the statewide career technical programs it administers that do not fall under the other Board policies. The Division of Career Technical Education has been going through a process of identifying practices that have developed over the years, but were not brought forward to the Board for formal approval. Formal Board approval of these practices through policy provides for a higher level of transparency and consistency of in their continued implementation.

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There were no comments received between the first and second reading of the Policy and there have been no changes made to the second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Governor's Higher Education Task Force Recommendations – Implementation Matrix

REFERENCE

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of \$5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students...)

BACKGROUND/DISCUSSION

On January 6, 2017, Governor C.L. "Butch" Otter identified the need to focus on the postsecondary part of Idaho's K-through-Career education system and announced the creation of a Higher Education Task Force (Task Force) charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State's role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward a more rapid progress in meeting the Board's 60% College Attainment goal, and transition the state-funding formula for higher education to a formula that rewards outcomes toward completion.

The Task Force was made up of 36 members from a broad group of stakeholders. Membership included all eight State Board of Education members, the eight Idaho public university and college presidents, postsecondary students, legislators, and business leaders. Membership was drawn from across the State.

The Task Force first convened in February 2017 to begin discussions. The Task Force identified four areas of focus: the K-20 Education Pipeline; Postsecondary Access and Affordability; Postsecondary Funding Formula; and Outcomes Supporting the Workforce. Members were assigned to one of these four groups based on their interest and expertise. A separate, smaller group was formed to specifically focus on communication, buy-in, support and execution of the Task Force recommendations. The final work group reports (Attachment 2) and recommendations (Attachment 1, Column 1) were presented to the full Task Force and unanimously adopted on September 15, 2017. The Board formally adopted the recommendations at the September 29th Special Board meeting and amended the FY 2019 Budget Request to start implementation of items that were initially

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identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed. These included additional funding for system-wide scholarships, the increased appropriation would allow for more students on the waiting list to be funded while additional Administrative Code amendments are made that would increase the number of eligible students. The second being a minimum funding amount that if appropriated would allow for Board Staff and Institution Staff to develop a scope of work and start the request for information purchasing processes while waiting for system consolidation amendments identified in Recommendation 1 to be started. Additionally, full implementation of three of the recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5).

IMPACT

The discussion around the proposed implementation framework will provide Board staff as well as staff at the institutions and agencies under the Board's oversight and governance with direction on priority areas for developing more comprehensive plans and timelines for implementation of the recommendations.

ATTACHMENTS

Attachment 1 – Recommendation Matrix – for discussion	Page 5
Attachment 2 – Task Force Subcommittee Reports	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Task Force's process, the individual work groups identified a number of short and long-term actions that would, in part, move forward the implementation of the individual recommendations. In some instances there may be additional short or long-term actions that may be identified for moving forward the recommendations or a recommendation may be chosen as a priority item. Some actions may take a longer timeframe to implement than "low-hanging fruit" identified as part of a lower priority recommendation. It is anticipated that the Board's standing committees will flesh out recommendation timelines and actions in collaboration with the institutions and agency impacted by the recommendations and their respective staff. The Board committees may create additional technical committees or workgroups.

Recommendations highlighted in yellow in Attachment 1 may be initiated independently; however, full implementation is dependent on the implementation of other recommendations.

The presidents of the colleges and universities met for a retreat on October 3, 2017. As part of this conversation, several of the presidents expressed concern and skepticism about the efficacy and feasibility of a system-wide degree audit and analytics system. Some felt it would duplicate current campus systems, and may not ultimately achieve any savings. The presidents ultimately recommended that the Board-approved budget line item for such a system be replaced with a line item

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for a centralized enterprise resource planning feasibility study. In particular, the focus would be on centralizing software supporting finance, human resources, procurement and information technology. This recommendation will be considered as a separate action item under the Business Affairs and Human Resources (BAHR) agenda.

In light of the concerns shared by presidents, staff have researched the conceivability and value proposition of the Task Force recommended system-wide degree audit and analytics program. Such a program would facilitate multiple student-level outcomes sought through Task Force recommendations such as system-wide degree progression and guided pathway initiatives. In addition to postsecondary efforts, such a program would strengthen K-12 initiatives around dual credit and college and career advising. It would not be the intent for such a program to replace or duplicate any existing programs the institutions may have. Rather, this program would be a tool to extract data from existing institution programs to perform analysis and help facilitate transfer and articulation between institutions, provide a program for those that do not have a system in place, or provide added capabilities for those that have limited systems or do not have systems that allow for students to review their degree progress. As such, the first step would necessarily require meeting with the institutions' Chief Information Officers and Provosts to inventory current degree audit and analytics programs and capabilities.

BOARD ACTION

I move to approve the Task Force Recommendation priority order and committee assignments as specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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SUBJECT

Proposed Mastery-Based Route to Certification: Alternative Authorization –
Content Specialist

REFERENCE

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting, it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers.

At the April 2017 Board meeting, the Board received an update on the work of the Educator Pipeline Work Group and reviewed the initial recommendations. The focus of the work on pipeline issues fell into three main categories, *Attract and Recruit*, *Prepare and Certify*, and *Retain*. Specific strategies proposed in that update for further exploration by the *Prepare and Certify* Subcommittee include:

Prepare/Certify: Alternative routes and "Grow Your Own" strategies

- **Strategy:** Remove certification barriers to include: "Mastery-based" preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
- **Possible Measure:** Increased enrollment in teacher preparation pathways
- **Strategy:** Create a "Grow Your Own" pathway specifically for current paraprofessionals in good standing with their district

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- **Possible Measure:** Decline in requests for Alternative Authorizations, decline in “out of field” teaching assignments, decline in long-term substitute positions

Administrative Code currently allows for both “Non-Traditional” routes to certification and Alternative Authorization for certification. There are currently two Board approved “Non-Traditional” routes to certification, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). There are three Alternative Authorizations: Teacher to New Certification, Content Specialist, and Pupil Personnel Services. In addition to the three alternative authorizations for certification there are additional alternative authorizations for individuals with a certificate to earn additional content or grade range endorsements.

Once an individual has completed a non-traditional program or is on an alternative authorization route to certification three year interim certificate is issued with all of the rights and privileges of an individual with a standard five year renewable certificate. Interim certificates are not renewable after three years and include additional annual requirements. Alternative Authorizations may be completed by working with a consortium established at the school district level using either an approved “traditional” educator preparation program or other approved program (including non-traditional routes).

Alternative authorizations/certification routes have been authorized by the Board in some form since 1993 and were moved to IDAPA 08.02.02 in 1997. In 2003 the Board approved the replacement of what had been allowed for alternative authorization with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. A common example of this would be an individual working for Simplot as a biologist, with a graduate degree in biology, choosing to become a teacher.

The Content Specialist authorization requires individuals to meet the initial qualifications in a below to be considered and to complete the requirements in be as part of the authorization.

- a. Initial Qualifications.
 - i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and

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- ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.
- b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program.
 - i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;
 - ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;
 - iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;
 - iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and
 - v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

As written, the current Content Specialist authorization allows for a competency or mastery-based process of assessment through the established consortium referenced in subsection b.i above. The minimum requirement is that the individual meet the state certification standards. While this has traditionally been shown through the earning of credits, the administrative code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

This proposal specifically addresses the work groups preliminary recommendation to develop a “mastery-based” preparation program that is more flexible than current routes to certification, and accounts for experience and pre-

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existing knowledge resulting in lower costs and shorter preparation time. The final Work Group recommendations are scheduled to be brought to the Board at the December 2017 Board meeting

Attached is a proposal for a new certification program to be used by districts who have identified an individual they feels in uniquely and highly qualified to teach in a subject area and willing to utilizing the Content Specialist Authorization. Of these two programs only the ABCTE program has participated in the Content Specialist route. In addition to the non-traditional programs, candidates and school districts may go through this alternative route with a traditional approved educator preparation program.

IMPACT

Approval of the following proposed certification program through the alternative authorization – content specialist will allow Board staff to begin working with experts to create the modules and assessments for the program. In consultation with experts in instructional technology and teacher effectiveness measures, such a program would take up to one year to develop. Board approval will allow the creation of a program in which districts and individuals interested in teaching will have a more cost-effective, flexible route by which to enter the profession while still requiring the individual meet the same standards as those completing traditional educator preparation programs. Final approval of the program would be contingent on the finished modules and assessments coming back to the Board for consideration at a later date.

ATTACHMENTS

- Attachment 1 – Introduction to alternative certification program for Content Specialists Page 7
- Attachment 2 – Alternative program detail - Pathway Descriptions, Entry Points and Idaho Core Standards Alignment Page 11

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest by other state policymakers in looking for solutions to address the difficulty many school districts and charter schools have in hiring certificated staff. While there has been a general understanding that school districts and charter schools experience difficulty in hiring for a variety of reasons, and that this is common in states across the nation, the Teacher Pipeline Report and the resulting recommendations from the Educator Pipeline Workgroup is the first comprehensive effort Idaho has taken in looking at the many variables at play within our state.

The goal of the workgroup is to have a larger supply of high quality and effective educators available for all students around the state, regardless of geographic area or subject being taught. Board staff recommend initial approval of this alternative program for certification that is grounded in evidence of mastery in content and pedagogy, and is both flexible and rigorous. The final work group

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report will be presented to the Board at the December 2017 Board meeting.

National studies have been mixed on the effectiveness of alternative authorization to certification. Most research shows with the proper screening, strong partnerships at the district level, and substantial mentoring and supports, alternative routes to certification can be viable options to teacher certification that produce quality teachers. Most of these reports will also include the caveat that the success of the individual and the impact of that individual on student outcomes also depends on the details of the alternate authorization requirements and the standards they are held too. Staff recommend approval of the proposed program and a thorough analysis of existing as well new routes to certification. The analysis should focus on the effectiveness of teachers who have entered the classroom on an alternative authorization and the impact these individuals have had on student outcomes in comparison to teachers who have entered the classroom through a traditional program.

BOARD ACTION

I move to approve the initial concept of a mastery-based program for teacher certification for individuals who meet the requirement of the alternative authorization – Content Specialist route to certification with final approval based on consideration of the modules and assessments identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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SUBJECT

Alternative Assessment for Individuals Pursuing Certification through Alternative Authorization – Content Specialist: *Uniform Standard for Evaluating Content Competency Rubric*

REFERENCE

December 2003	Board approved the PRAXIS II as the state approved assessment for certification purposes and set qualifying scores
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup. Recommendations included removing barriers to certification.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.042.02(b)(v)

BACKGROUND/DISCUSSION

At the April 2017 Board meeting, an update on the work of the Educator Pipeline Work Group and their early recommendations were reviewed and discussed. The update focused on three main categories in addressing the pipeline issues, *Attract and Recruit*, *Prepare and Certify*, and *Retain*. One key recommendation was to explore strategies around a “mastery-based” way to assess teaching knowledge, that accounts for experience and pre-existing knowledge.

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. Currently the only state approved content, pedagogy or performance assessment is the PRAXIS II. The PRAXIS II is a content area assessment. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004, since that time there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, and October 2006 Board meetings. The Board has not approved any changes to the qualifying scores on the PRAXIS II since October 2006. The PRAXIS II as a content knowledge assessment is both relevant and rigorous, however, those seeking to enter the teaching profession as a change in career often need time or additional coursework/experience to be able to pass all of the applicable areas in the assessment. This is especially the case when a candidate’s degree is aligned to the content area they seek to teach, but not an exact match or when teaching in K-8 grade ranges where the assessment may be much broader than the focused content area an individual may have been employed in. At this time there are no other approved content knowledge assessments and no pedagogical knowledge or performance assessments that have been approved by the Board.

The Alternate Route to Certification – Content Specialist requires applicants to receive a qualifying score on an appropriate state-approved content, pedagogy, or performance assessments prior to entering the classroom. This route is designed for individuals that already possess deep content knowledge, but lack the pedagogy learned through traditional programs and the performance demonstrated through in-service experiences, resulting in the pedagogy and teacher performance skills being learned while on this route. This leaves content as the most obvious area to propose a new method of assessment. It is also in line with the recommendations of the pipeline committee to look toward more experiential and mastery-based methods for assessing competency. The following is a new, content knowledge assessment proposed for those seeking to enter the classroom under an alternative authorization, specifically the Content Specialist Route.

The proposed assessment is comprised of simple worksheets for documenting knowledge and experience, with a rubric that would uniformly measure basic content knowledge before a candidate on an alternate route enters the classroom as the teacher of record. This Uniform Standard for Evaluating Content Competency is modeled after the accepted measure that was used by states to show teachers were “Highly Qualified” in their content area under previous No Child Left Behind requirements.

This rubric allows points to be earned for coursework, work experience related to the content area, and volunteer work/service to the community related to the content area. For a single content area, 100 points must be earned to qualify, with five points given for each postsecondary content credit earned, two points for each year of work experience documented, and one point for each instance of documented service.

The rationale for granting five points per credit hour rests in the minimum number of credits required for a content endorsement as outlined in IDAPA 08.02.02.021-024. If a candidate can produce transcripts documenting at least 20 credits in the content area they are seeking to teach, he/she immediately qualifies. If a candidate does not have this number of credits, experiential knowledge can be counted through application of content.

IMPACT

Approval of the following proposed alternate assessment will create a second state assessment that could be used by individuals seeking certification through an alternate route.

ATTACHMENTS

Attachment 1 – Proposed Alternative Assessment: Uniform Standard for Evaluating Content Competency Page 5

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed a variety of alternatives, with this being the most cost effective and efficient. Praxis Core, a general test for those wishing to enter education, was considered. This assessment establishes a very low bar in only the most basic skills and, considering the cost at \$150 per candidate, did not appear to be a reasonable alternative. Another option was to accept a lower cut score on the content-specific Praxis II test; but a number of these tests are not regularly available, and some form of content assessment must be completed prior to entering the classroom.

The Uniform Standard for Evaluating Content Competency is recommended as an alternate assessment for entering the classroom on an alternative authorization, specifically the Content Specialist route, to establish that the candidate has relevant experience and/or knowledge in the desired teaching field. The Alternate Authorization – Content Specialist Route requires the hiring district ensure the candidate is qualified to teach in the area of identified need; that a consortium made up of a representative of the approved educator preparation program, the school districts, and the candidate determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel; and that the candidate receive ongoing mentoring including at least one classroom observation by the mentor per month. Initially the scoring and evaluation of the new state-approved assessment would be managed by the Board office. School districts and candidates wishing to use the new assessment would be required to agree to regular reporting on the progress these teachers were making and their impact on student outcomes. Should there be any indication that these educators were performing at a lesser rate than those who entered the Content Specialist Route using the PRAXIS II assessment, then Board staff would return to the Board and request the assessment be discontinued as an approved assessment.

BOARD ACTION

I move to approve the state assessment: Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization to certification as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

AND

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I move to direct the Professional Standards Commission to evaluate and bring forward recommendations on additional state-approved assessments and qualify scores that may be used for certification purposes as well as updated qualifying scores on the existing PRAXIS II assessments.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO Multi-Year Employment Agreement – Men’s Basketball Head Coach	Motion to Approve
2	UNIVERSITY OF IDAHO Multi-Year Employment Agreement – Men’s Football Head Coach	Motion to Approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Men's Basketball Team Head Coach.

REFERENCE

October 2014 Idaho State Board of Education (Board)
approval of multi-year contract extension
through June 30, 2017.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.H.1.

BACKGROUND/DISCUSSION

The University of Idaho (UI) requests Regents' approval to extend the employment of Don Verlin, the Men's Basketball Team Head Coach for a term of four (4) years. This request arises after the expiration of the prior contract extension.

The proposed modifications to the contract grant a four year extension and also remove existing automatic extensions of the contract term. Attachment 1 to these materials shows the specific changes in terms from the current contract.

The UI submits the attached multi-year contract (Attachment 2) to the Regents for approval. The primary terms of the agreement are set forth below. A redlined version showing changes from the Board model contract is contained in Attachment 3.

IMPACT

The term of the employment contract runs through June 30, 2021.

A summary of the base compensation from appropriated funds contemplated in the contract is as follows:

2017-18	\$185,432.00
2018-19	\$192,849.28
2019-20	\$200,563.25
2020-21	\$208,585.78

These compensation amounts continue the salary and annual increases established in the contract approved in 2014.

The salary increases are expressly contingent upon the following: (1) academic achievement and behavior of team members, as described in Paragraph 3.2.4 of this agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the athletic director; (3) compliance with UI's financial stewardship policies as set forth in UI's Administrative Procedures Manual, Chapter 25; and (4) approval by the president, in the president's sole discretion.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

Annual media payments are \$60,000.00.

Coach is entitled to receive the following incentive/supplemental compensation:

- Conference champions or co-champion or team becomes eligible for the NCAA tournament – 1/13th of annual salary.
- Team ranked in the top 25 in any published national final poll – 1/13th of annual salary.
- Conference Coach of the Year – \$6,000.
- Academic achievement and behavior of team based on APR national rank exceeding 950 – \$6,000.
- Team Victories
 - \$5,000 for 14 victories
 - Additional \$5,000 for 17 or more victories
 - Additional \$5,00 for 20 or more victories
- Team progresses to the Round of 16 in the NCAA tournament - \$25,000.
- Gate Receipts – 20% of gate receipts in excess of \$35,000 up to \$50,000 and 25% of gate receipts in excess of \$50,000.
- Away Game Guaranty (non-conference) – The amount by which the game guaranty paid to UI for each non-conference opponent paying a game guaranty exceeds the sum of \$75,000 inclusive of regular travel and related expenses associated with the game. For any additional guarantee game, the coach will receive all guaranty revenue less regular travel and related expenses.

Maximum potential annual compensation (base salary, media payment and estimated maximum potential incentive except Gate Receipts and Away Game Guaranty amounts) is as follows:

2017-18	\$325,960.00
2018-19	\$334,518.40
2019-20	\$343,419.14
2020-21	\$352,675.90

Coach may participate in youth basketball camps as follows:

Remaining income from any university operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR

In the event the UI elects not to operate a camp, coach may do so within Board guidelines for such camps.

Liquidated damages and buyout provisions for men's basketball coaches at other public institutions in the Big Sky Conference:

- Eastern Washington University - \$50,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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- Idaho State University – “(a) if the Agreement is terminated on or before May 09, 2013, the sum of \$35,000; (b) if the Agreement is terminated between May 10, 2013 and May 09, 2014 inclusive, the sum of \$25,000; (c) if the Agreement is terminated between May 10, 2014 and May 09, 2015 inclusive, the sum of \$10,000.”
- Montana State University - “an amount equal to that portion (pro rata) of the Coach’s Base salary and benefits remaining unpaid under this Agreement.” Base salary = \$158,300.
- Northern Arizona University – “One and a half year’s Base Salary if Coach terminates the contract prior to March 15, 2018; and one year’s Base Salary if Coach Murphy terminates the contract after March 15, 2018.” Base salary = \$185,400.
- Weber State University - \$40,000

The liquidated damages amounts were the result of negotiations between the UI and the Coach.

ATTACHMENTS

Attachment 1 – Comparison to 2014 Contract	Page 5
Attachment 2 – Proposed Modified Employment Contract	Page 21
Attachment 3 – Comparison to Model Contract	Page 37
Attachment 4 – APR Data	Page 55
Attachment 5 – Base salaries of coaches in same conference	Page 57
Attachment 6 – Coach Contract Checklist	Page 61

STAFF COMMENTS AND RECOMMENDATIONS

Board approval is required, per Board policy II.H.1, for coach contracts with terms that exceed three years or in which the maximum potential annual compensation is \$200,000 or more. Coach Verlin’s previous employment agreement expired on June 30, 2017, and the proposed (approximately 4-year) contract will terminate on or before June 30, 2021 unless extended following future Board approval. There are no automatic contract extension provisions in the proposed agreement.

The maximum potential annual compensation amounts listed by the University in the “Impact” section above, reflect an initial maximum of \$325,960 for the first year, followed by annual automatic increases of 4% in each of the following years. The maximum payouts do not include those additional incentives which are based on potential gate receipts, game guaranty payments, or youth basketball camp proceeds.

The liquidated damages in the employment agreement (\$100,000 if the coach leaves for his convenience before the end of the first year, decreasing to \$75,000 in the second year, \$50,000 in the third year, and \$0 in the fourth year) fall within the broad range of liquidated damages in place for other men’s basketball head coaches in the Big Sky Conference. The student athlete academic performance incentive (based on NCAA Academic Progress Report scores) is \$6,000—less

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

than the \$14,264 bonus for a conference championship, but equal to the \$6,000 incentive if the employee is named "Conference Coach of the Year."

The contract was reviewed by the Business Affairs and Human Resources Committee during its latest meeting on October 6, 2017. The proposed employment agreement appears to meet the letter and spirit of the requirements in Board policy with respect to athletic coach contracts. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to extend the multi-year employment contract with Don Verlin, as the Men's Basketball Team Head Coach for four years for a term extending through June 30, 2021 plus other adjustments to terms in substantial conformance to the form submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Head Men's Football Coach.

REFERENCE

June 2016

Idaho State Board of Education (Board)
approval of multi-year contract expiring
December 31, 2020.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.H.1
and II.F.2..

BACKGROUND/DISCUSSION

The University of Idaho (UI) wishes to extend and modify the multi-year contract with Paul Petrino, Head Men's Football Coach. Attachment 1 to these materials shows the specific changes in terms from the current contract. Material amendments to the current contract are:

- Extension of the term of the agreement to June 30, 2022 (Sec 2.1)
 - Addition of a one-year automatic term extension if Coach is not in material breach on or before July 1, 2018. (Sec 2.1.1)
 - Addition of a rolling one-year extension for each season with eight (8) or more wins, including post-season wins. (Sec 2.1.2)
- Supplemental Compensation terms specific to Football Bowl Subdivision (FBS) seasons. (Sec 3.2.1 and subsections thereto)
- Supplemental Compensation terms specific to Football Championship Subdivision (FCS) seasons. (Sec 3.2.2 and subsections thereto)
- Revisions to Academic incentives; Maximum incentive increased to \$20,000. (Sec's 3.2.3.1 & 3.2.3.2)
- Addition of "Access to Suite" granting coach personal access to a suite in the ASUI Kibbie Dome for family and guests for all home football games. (Sec 3.25.7)
- Revisions to liquidated damages for termination by Coach. (Sec 5.3.3)

The UI submits the attached multi-year contract (Attachment 2) to the Regents for approval. The primary compensation terms of the agreement are set forth below. The entire contract and a redlined version showing changes from the Board model contract are contained in Attachments 2 and 3 respectively.

Coach's current contract, approved on June 16, 2016, has an expiration date of December 31, 2020. The proposed contract will extend for 1.5 additional years to June 30, 2022, subject to automatic extensions as described above.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IMPACT

The annual base salary from appropriated funds is \$191,214.40 with continuing eligibility to receive University-wide changes in employee compensation approved by the Director of Athletics and the President.

There is an annual media payment of \$255,000 which remains static for the duration of this contract. The amended amount reflects the annual increases called for in the current contract. In addition there are the following incentive/supplemental compensation provisions (some of which distinguish between FBS and FCS seasons in recognition of the anticipated transition to FCS in fall 2018):

FBS	FCS
At least seven (7) regular season wins = \$25,000	At least 8 wins including post-season = \$15,000
National Coach of the Year = \$25,000	National Coach of the Year = \$15,000
CFP Bowl game = \$100,000	FCS Championship appearance = \$7,500.00 FCS Championship = additional \$12,500.00
Team Ranking in Top 25 ESPN/USA Today coaches poll of FBS = \$25,000	Final Ranking in Top 5 in the final poll of Division IA FCS football teams = \$15,000
Conference Coach of the Year = \$10,000	Conference Coach of the Year = \$5,000
Conference Championship = \$10,000	Conference Championship = \$5,000
	FBS wins per season = \$10,000 per win
General Incentives without regard to FBS/FCS	
Academic Performance – APR (highest number each year only)	
APR numbers reported following the 2016-2017 academic year	945 to 959 \$10,000 960 to 979 \$20,000
APR numbers reported following the 2017-2018 academic year	950 to 964 \$10,000 965 to 984 \$20,000
APR numbers reported following the 2018-2019 academic year and any academic year thereafter	955 to 969 \$10,000 970 to 989 \$20,000
Academic Performance – Team GPA = \$10,000 if the goals below are met	
2017 Spring & Fall Team GPA – 2.50	
2018 Spring & Fall Team GPA – 2.55	

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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2019 (and any calendar year thereafter) Spring & Fall Team GPA – 2.60	
Access to Suite for home football games (Mkt value estimate) = \$20,000	
Car Allowance = \$4,800/ year	

Maximum potential annual compensation (base salary, media payment and incentive/allowance payments (excluding BCS wins which are not determinable) is as follows:

FBS = \$696,014.40	FCS = \$576,014.40
--------------------	--------------------

Coach may participate in youth football camps as follows:

- Remaining income from any university operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR
- In the event university elects not to operate a camp, coach may do so within Board guidelines for such camps.

Liquidated damages and buyout provisions for men's football coaches at other institutions in the conference are set out in Attachment 6. The liquidated damages amounts in the proposed contract were the result of negotiations between the University of Idaho and the Coach.

ATTACHMENTS

Attachment 1 - Comparison to original Employment Contract	Page 5
Attachment 2 - Proposed Modified Employment Contract	Page 23
Attachment 3 - Comparison to Board Model Contract	Page 41
Attachment 4 - APR Data	Page 61
Attachment 5 - Maximum compensation	Page 63
Attachment 6 - Conference compensation	Page 65
Attachment 7 - Conference liquidated damages and buy-out provisions	Page 67
Attachment 8 – Coach Contract checklist	Page 71

STAFF COMMENTS AND RECOMMENDATIONS

Board approval is required, per Policy II.H.1., for coach contracts with terms in excess of three years or total maximum potential compensation amounts of \$200,000 or more. The proposed employment agreement for Coach Petrino potentially exceeds both of these thresholds. The modified contract extends the current termination date of December 31, 2020 to June 30, 2022, with an automatic one-year extension to June 30, 2023 if the coach is not in material breach of the agreement on or before July 1, 2018. Additionally, the contract will be extended by one year for every year in which the football team wins eight or more games.

The base salary (paid with appropriated funds) for the contract (no automatic increases specified) is \$191,214.40. The employee is eligible to receive base

BUSINESS AFFAIRS AND HUMAN RESOURCES
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salary increases, subject to approval by the Athletic Director and President, as part of the University's annual Change in Employee Compensation (CEC) process.

Maximum potential annual compensation is computed at \$696,014.40 for the FBS scenario and \$576,014.40 for the FCS scenario, excluding revenues from potential youth football camps. [Note: the "FBS wins per season" entry in the incentive payout table on page 2, under the FCS column, refers to a \$10,000 incentive for any wins against an FBS opponent while the program is part of an FCS conference.]

Liquidated damages in the event the contract is terminated for the convenience of the coach start at \$150,000 during the calendar year ending on December 31, 2017; decreasing to \$100,000 at year-end 2018; \$75,000 at year-end 2019; \$50,000 at year-end 2020; and \$25,000 if termination occurs during the last two years of the contract. These provisions are similar to liquidated damages provisions at a number of Big Sky Conference institutions.

The academic incentive levels in the modified contract have been increased; and it is noteworthy that the multiple factors are included—i.e., Grade Point Averages as well as NCAA Academic Progress Rate levels, with increasing academic targets over subsequent years.

The proposed employment agreement includes an annual car allowance of \$4,800. Board Policy (Section II.F.2.b.vi.) requires Board approval for any car allowance (other than courtesy car arrangements) included as part of a non-classified employee's compensation.

The proposed contract was reviewed by the Business Affairs and Human Resources Committee during its meeting on October 6, 2017. The contract appears to conform to the letter and spirit of Board policy. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to extend the multi-year employment contract with Paul Petrino, as Men's Football Head Coach, for a term expiring June 30, 2022 (or as further extended pursuant to the terms of the contract) plus other adjustments to terms, including an annual car allowance of \$4,800 per year, in substantial conformance to the form submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	FY 2017 SOURCES AND USES OF FUNDS	Information item
<hr/>		
2	IDAHO STATE UNIVERSITY Facilities Use Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM)	Motion to approve
<hr/>		
3	IDAHO STATE UNIVERSITY Amendment to License Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM)	Motion to approve
<hr/>		
4	UNIVERSITY OF IDAHO Multi-Year Agreement – City of Moscow - Campus Security	Motion to approve
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5	UNIVERSITY OF IDAHO Nancy M. Cummings Research, Extension, and Education Center Project – Planning and Design Phases	Motion to approve
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6	UNIVERSITY OF IDAHO West Campus Utilities Distribution Systems and Infrastructure Improvements & Expansion Project – Planning and Design Phases	Motion to approve
<hr/>		
7	FY 2019 BUDGET REQUEST AMENDMENT	Motion to approve
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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

SUBJECT

FY 2018 College and Universities “Summary of Sources and Uses of Funds”

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b., V.B.5.c. and V.B.6.b.

BACKGROUND/DISCUSSION

The College and Universities receive funding from a variety of sources. A summary of the revenue sources is as follows:

Revenue types include:

Approp: General Funds – State appropriation of state funds

Approp: Endowment Funds – Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature appropriates spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Extramural grants and contracts awarded by the Federal government

Federal Student Financial Aid – Funds passed through to students

State Grants & Contracts – Grants and contracts awarded by the State: may include state scholarships and work study funds

Private Gifts, Grants & Contracts – Other non-governmental gifts, grants and contracts

Sales & Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales & Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) Cost recovery, on many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a “recovery” of general overhead costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The institutions' expenditures fall into the following standard functional categories:

Expenditure Categories:

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/or project research as well as that of institutes and research centers

Public Service -- expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, museums, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, galleries, A-V services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Federal Student Financial Aid – funds passed through to students

Other – institution specific unique budgeted expenditures

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IMPACT

The attached worksheets provide a high level overview of the institutions' sources of funding and expenditures based on the standard categories listed above. The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2011 excluding any mid-year adjustments (e.g. holdbacks).

ATTACHMENTS

Attachment 1 – Aggregate Trend Report	Page 5
Attachment 2 – Aggregate Annual Report	Page 6
Attachment 3 – Boise State University Trend Report	Page 7
Attachment 4 – Boise State Annual Report	Page 8
Attachment 5 – Idaho State University Trend Report	Page 9
Attachment 6 – Idaho State University Annual Report	Page 10
Attachment 7 – University of Idaho Trend Report	Page 11
Attachment 8 – University of Idaho Annual Report	Page 12
Attachment 9 – Lewis-Clark State College Trend Report	Page 13
Attachment 10 – Lewis-Clark State College Annual Report	Page 14

STAFF COMMENTS AND RECOMMENDATIONS

Starting in FY 2013, federal student aid was disaggregated from Federal Grants & Contracts on the revenue side and from Scholarships/Fellowships on the expense side since federal aid only passes through the institution to the eligible students.

Institution staff will be available to answer questions from the Board.

BOARD ACTION

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

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Facilities Use Agreement between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of ISU Facilities.

REFERENCE

February 2016	Idaho State Board of Education (Board) approved a Collaborative Affiliation Agreement between ISU and ICOM
August 2016	Board approved execution of a Ground Lease for ICOM to build its medical education building on the ISU Meridian campus
February 2017	Board approved amendment of ISU's six-year capital projects plan and authorized the university to begin engineering and cost-estimating for expansion of the A/P Lab Building Addition on the ISU Meridian campus
August 2017	Board approved a License Agreement between ISU and ICOM for ICOM's use of Anatomy and Physiology Lab space

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. 5.b.

BACKGROUND/DISCUSSION

ICOM is working toward provisional accreditation, and the accrediting body—the Commission on Osteopathic College Accreditation (COCA)—requires a contingency plan in the event the ICOM building is not substantially complete and ready for classes in August 2018. ISU has agreed to provide ISU facility space, on a temporary basis, for use by ICOM's students in the event the ICOM facility's completion is delayed. The attached contingency plan meets COCA's requirements and details the specific rooms, days/times, and hourly rental rates for ISU facilities that could be used by ICOM in the event of such a contingency.

IMPACT

Under the proposed Facilities Use Agreement, there would be no negative financial impact to ISU for ICOM's use of ISU spaces, and there would be minimal impact on ISU's scheduling of classes. The agreement will allow ICOM and ISU to separately negotiate through the issuance of schedules on a program by program basis for space should the building not be ready for classes by August, 2018.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

ATTACHMENTS

Attachment 1 – Facility Use Agreement

Page 3

Attachment 2 – Floor Plans Outlining the Temporary Space

Page 11

STAFF COMMENTS AND RECOMMENDATIONS

At the time of writing, construction of the ICOM facility is reported to be at least a month ahead of schedule, and it is unlikely that the proposed Facilities Use Agreement for the sharing of ISU's facilities would be invoked for an extended period of time, or that it would have a negative impact on ISU's execution of its mission and support of ISU students. The agreement establishes rental rates for any ICOM use of ISU facilities.

The proposed agreement deals only with contingency plans in the event that occupancy of the ICOM facility were to be delayed, and is not connected to the contingency planning related to the possible delay of ISU's Anatomy & Physiology (A/P) Lab due to expansion in the scope of the A/P Lab project, which is being addressed in a separate Business Affairs and Human Resources agenda item.

Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to enter into the Facility Use Agreement with the Idaho College of Osteopathic Medicine as presented in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IDAHO STATE UNIVERSITY

SUBJECT

Amendment to the License Agreement for Space between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of the ISU Anatomy and Physiology (A/P) Lab

REFERENCE

February 2016	Idaho State Board of Education (Board) approved a Collaborative Affiliation Agreement between ISU and ICOM
August 2016	Board approved execution of a Ground Lease for ICOM to build its medical education building on the ISU Meridian campus
February 2017	Board approved amendment of ISU's six-year plan and authorized the university to begin engineering and cost-estimating for expansion of the A/P Lab Building Addition on the ISU Meridian campus
August 2017	Board approved License Agreement between ISU and ICOM for the use of A/P Lab space

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E., V.I. 5.b. and V.K.

BACKGROUND / DISCUSSION

The License Agreement approved by the Board in August 2017 includes a prepayment of \$2.5 million from ICOM, which ISU will use to expand the A/P Lab on the Meridian Health Science Center campus.

In late August 2017, ISU was presented with an opportunity from the ALSAM Foundation to receive a gift that will support the planning and creation of a second floor addition (~6,900 sq. ft.) on top of the previously-proposed A/P Lab expansion. The second floor addition will house instructional, clinical, and research space for ISU health sciences programs. This process may delay the completion of the A/P Lab expansion, therefore, this amendment is necessary to provide ICOM with a contingency plan should the A/P Lab expansion not be completed by August 2018.

IMPACT

The proposed amendment to the License Agreement establishes a contingency plan to deal with a possible delay in the completion of the A/P Lab expansion project as a result of the expanded scope of that project. The plan includes procedures to de-conflict ISU and ICOM use of facilities during any period of delay,

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

and has no negative financial or operational impact on the delivery of ISU instruction to ISU students.

ATTACHMENTS

Attachment 1 – Amendment to License Agreement for Space	Page 3
Attachment 2 – Exhibit A - Contingency Plan	Page 7
Attachment 3 – Copy of executed original License Agreement	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment and its attached contingency plan lay out procedures for ICOM's use of available ISU facilities in the event of a delay in the completion of the A/P lab expansion, with arrangements to minimize any disruption to schedules and instruction for ISU's students. The coordination process would make use of the joint ISU-ICOM Laboratory Advisory Committee previously established to coordinate the use of lab space and management of supplies and equipment. The Joint Operations and Service Agreement which was approved by the Board in August 2017 will remain in force. The scope of joint operations will not be impacted by the addition of a second floor to the A/P lab—this new second floor space will be used exclusively for ISU programs and students.

The proposed amendment to the license agreement contains a provision that "*In the event that the Premises are not substantially complete by August 1, 2019, Licensee may terminate this License Agreement upon written notice to Licensors without liability of any kind and Licensors shall repay Licensee the pro-rata balance of the Prepayment Funds within sixty (60) days from the date of such termination.*" Staff received confirmation from ISU administrators that this provision only applies to any remaining funds from the original prepaid \$2.5M from ICOM that are not spent/encumbered by design and construction that occurs prior to termination of the agreement.

The size of the ALSAM gift for this project recently has been made public—approximately \$3.85 million. This will facilitate a significant expansion to the originally-estimated \$2.5 million scope of the A/P Lab expansion project. Having received approval in February 2017 to begin engineering design and cost-estimating for the A/P Lab expansion, ISU will need to return to the Board for approval of the financing plan and the construction phase of the expanded project. Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to amend the License Agreement for Space with the Idaho College of Osteopathic Medicine as presented in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Police, Fire, and EMS Services contract approval between the University of Idaho (UI) and the City of Moscow.

REFERENCE

August 2010	Idaho State Board of Education approved Police Service Contract between the UI and the City of Moscow
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3 Acquisition of Personal Property and Services

BACKGROUND/DISCUSSION

UI has contracted with the City of Moscow since 1966 for police law enforcement services. UI's continuing overarching goal is to provide effective police and security services to campus constituencies in a professional, friendly, and collaborative manner. It is important that all students, staff, faculty and visitors are safe—and feel safe—while on the Moscow campus.

The most recent contract between the City of Moscow and UI was approved by the Board at its August 2010 meeting. The proposed contract requires the City of Moscow to provide seven dedicated sworn police personnel to conduct community policing and patrol on the Moscow campus; provide sworn police personnel to provide police support for special events; provide training to various members of the campus community on drug and alcohol abuse, sexual assault, and bystander intervention; assist UI with threat assessments; staff an on-campus police substation; and meet with student leaders to discuss campus related issues. The proposed contract also formalizes the City of Moscow's obligation to provide certain fire and EMS services. Among other things, this portion of the contract requires the City of Moscow to provide fire prevention education services; provide fire response services; maintain a student resident volunteer fire program; provide equipment for special event fire prevention services; and facilitate Emergency Medical Services to UI.

IMPACT

The initial term of this agreement is from October 1, 2017 through September 30, 2020 with one three-year optional renewal. After the three-year optional renewal, the contract will continue on a year to year basis until terminated by either party. Under the contract, UI agrees to pay the City of Moscow \$1,376,920 annually, with a 3% annual rate increase. The UI also agrees to pay extra for police and fire services for special events not listed in the contract. Further, UI agrees to pay one-half of the cost of a future City of Moscow purchase of a Fire Department

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Ladder Truck Engine, which is currently estimated to cost UI approximately \$600,000. This purchase is planned to take place sometime after 2020.

Total value of the contract for the three year initial term plus the three-year renewal, but not including the subsequent year to year renewals, special event costs, or ladder truck purchase, is \$8,906,482.94 for the period from October 1, 2017 to September 30, 2023.

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed contract between UI and the City of Moscow will provide the campus community with essential police, fire, and emergency medical services and will help to sustain a safe and healthy “town and gown” relationship between the university and local community. The contract addresses proactive, preventative measures as well as prompt response needs, and it continues the excellent support provided to the campus by the Moscow Police Department and Moscow Volunteer Fire Department.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a contract with the City of Moscow, in substantial conformance to the proposed contract in attachment 1 to the Board materials, and to authorize the University of Idaho’s Vice President for Infrastructure to execute the final document.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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UNIVERSITY OF IDAHO

SUBJECT

Capital project authorization request for Planning and Design phases of proposed Nancy M. Cummings Research, Extension, and Education Center (NMCREEC) classroom and office facility, Salmon, Idaho

REFERENCE:

August 2017 Idaho State Board of Education (Board) approved capital budget request for Salmon Classroom Building in University of Idaho (UI) six-year plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1 and Section V.K.3.a

BACKGROUND/DISCUSSION

This item is an authorization request to allow the UI to proceed with the Planning and Design phases only of a Capital Project to design and construct a proposed classroom and office facility at the NMREEC. In compliance with Board Governing Policies & Procedure, Section V.K.3.a, this authorization request is limited to the Planning and Design Phases of the overall effort.

Planning Background

Nancy M. Cummings Research, Extension, and Education Center, located near Salmon, Idaho, is a setting for environmental education, graduate and undergraduate research by students and scientists, clinical experiences for veterinary students, and public extension activities on a wide variety of topics

Research and extension activities at the NMREEC include pioneering studies on animal identification systems, genetic improvement reproductive efficiency, forage production and grazing practices. Operated by the UI College of Agricultural and Life Sciences via the Idaho Agricultural Experiment Station, NMREEC provides critical and beneficial support to the ranching communities and stakeholders within the State of Idaho.

Project Description

The proposed Classroom and Office Facility to be located at the NMREEC is envisioned to support the full range of research and extension activities provided by NMCREEC.

In late 2016, the College of Agricultural and Life Sciences commissioned a local Architectural firm, DGStamp Architects, of Carmen, Idaho, to perform an initial pre-planning feasibility study and preliminary cost estimate. This study was completed earlier this year and it envisions a facility comprised of offices, work stations, a

classroom for education and extension activities, and support spaces designed in an architectural aesthetic consistent with the surrounding area.

The new facility will provide office space and work stations for researchers, principal investigators, graduate students, and interns, and NMCREEC's veterinarian, superintendent, and administrative staff.

In addition, the proposed facility will house a classroom sized for 120 persons in support of the NMCREEC outreach, education, and extension missions.

Overall, the facility is planned to be approximately 8,100 s.f. of conditioned space. The project includes necessary and requisite site work, utilities and site development, to include parking for approximately 30 vehicles.

The project is planned to be funded largely through donated and gifted funds, supplemented by funds provided by the College of Agricultural and Life Sciences.

Authorization Request

This request is for authorization to proceed with planning and design of the NMCREEC Classroom and Office Facility. The project is consistent with the strategic goals and objectives of the UI, specifically:

Goal 1, Innovate – This project supports the unique and varied research activities conducted on-site at the NMCREEC which are critical to Idaho's ranching community and economy;

Goal 2, Engage – This project supports delivery of UI's education, outreach, and extension activities conducted by the NMCREEC;

Goal 3, Transform – The education, outreach, and extension activities conducted at NMCREEC have the power to engage the community and transform the lives of students and ranchers alike. Knowledge developed, and disseminated at NMCREEC potentially assists ranchers in the improvement and increased efficiency of their operations, and increased health and vigor of their livestock, while at the same time ameliorating the environmental impact of their activities.

Goal 4, Cultivate – The education, outreach, and extension activities and events supported by the proposed Classroom and Office Facility have the potential to cultivate relationships and improve communication and collaboration between researchers and the greater community.

In addition, the project is consistent with the principles, goals, and objectives related to outreach and extension within UI's Long Range Campus Development Plan (LRCDP)

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IMPACT

The immediate fiscal impact of this effort is to fund planning and design phase costs of the project, with projected expenditures of approximately \$250,100. The overall project effort is anticipated to be \$2,160,000.

Overall Project

Funding

State	\$
Federal (Grant):	
Other (UI)	
College Funds	300,000
Gifted Funds	<u>1,860,000</u>

Total \$ 2,160,000

Estimate Budget

A/E & Consultant Fees	\$ 250,100
Construction	1,483,000
Construction Cont.	148,300
Owner Costs & FFE	174,700
Project Cont.	<u>103,900</u>

Total \$ 2,160,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pending the successful outcome of the planning and design phase of this capital project, UI will need to return to the Board (per Board Policy V.K.3.b. and V.K.3.c.) to obtain approval to proceed with the construction phase of the project. The capital project is included in the institution's six-year capital construction plan and master campus plan, pursuant to Board Policy V.K.2 and 8.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of a capital project for a classroom and office facility at the Nancy M. Cummings Research, Extension, and Education Center, for a total project cost of \$2,160,000, as described in the materials submitted to the Board. This approval includes the authority to execute all consulting and vendor contracts necessary to implement the planning and design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UNIVERSITY OF IDAHO

SUBJECT

Authorization for planning and design phase of capital project for improvement and expansion of west campus utilities distribution systems

REFERENCE:

August 2017 Idaho State Board of Education (Board) approved capital budget request for West Campus Utilities Extension in UI six-year plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Section V.K.3.a

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the Planning and Design phases only of a capital project to design and construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion. In compliance with Board Governing Policies & Procedure, Section V.K.3.a, this Authorization Request is limited to the planning and design phases of the overall effort.

Planning Background

In the late 1990's the UI engaged in a thorough, robust, and comprehensive Master Planning effort aimed at the development of a Long Range Campus Development Plan (LRCDP) which would guide the physical and capital development of the Moscow campus of UI through 2025 and beyond.

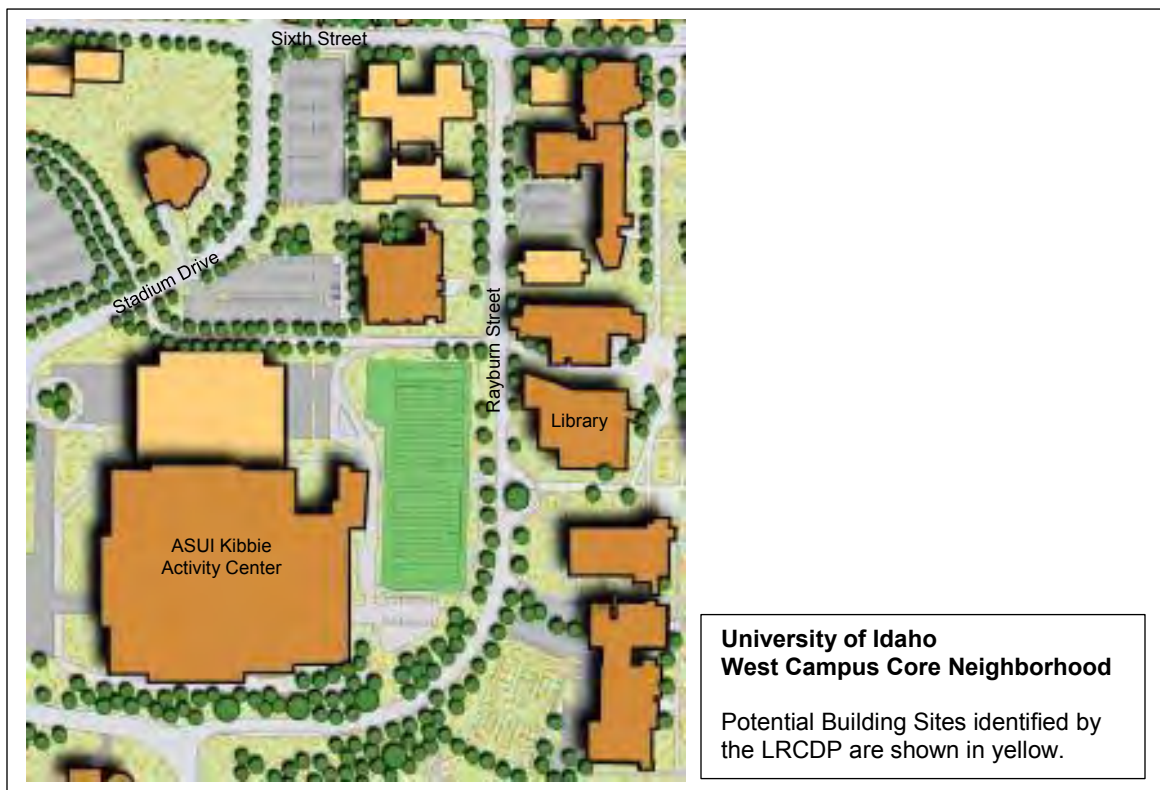
The resulting LRCDP has played a critical role in the development of the UI Campus. Beginning with the Idaho Commons (2000), and carrying through to facilities such as the Student Recreation Center (2001), the J.A. Albertson Building for the College of Business (2002), the Living Learning Communities (2004), the Teaching and Learning Center, (2005), the Integrated Research and Innovation Center (2016), and others, the principles and guidelines in the LRCDP have shaped and informed issues such as siting, massing, and orientation of major campus facilities. The LRCDP has also defined structures worthy of continued investment, thus informing decisions as to which facilities should be renovated and improved, versus those which ought to be maintained without reinvestment in terms of significant renovations.

In addition, the Infrastructure Goals and Objectives defined and delineated in the LRCDP have helped to shape UI's capital improvements and maintenance investments in infrastructure systems such as utility distribution systems, roadways, walkways, pedestrian malls, hardscapes and landscapes.

The LRCDP is not a static document. Since it was first adopted in 1997/98, a series of neighborhood and systems planning efforts conducted under the umbrella of the LRCDP have helped to refine, focus, update, and improve the general planning concepts and principles of the overall plan. As such, the LRCDP continues to serve UI in good stead and guides all campus planning efforts into the foreseeable future.

Proposed Project Description

The scope of the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion project is to design and implement utility distribution system improvements in the west campus core neighborhood. This is an area generally bounded by Rayburn Street on the east and south, Stadium Drive on the west and Sixth Street on the north. The LRCDP identifies multiple potential building sites in this neighborhood. The intent of this proposed effort is to ensure utilities distribution systems such as steam distribution, chilled water distribution, electrical distribution, domestic water distribution, reclaimed water distribution, sanitary sewer collection, storm water collection, and data/fiber distribution are in place with sufficient capacity to serve these sites.



The site immediately adjacent to the UI Kibbie Activity Center has been long identified in the LRCDP for an event arena. The remainder of the sites are identified in the LRCDP as potential future building sites, with no current

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determination made as to the exact building program to be assigned to each site. In general, however, these sites are in a neighborhood envisioned to support academic education and research facilities. The project will assume loads and capacities based upon this general assumption and seek to ensure utility distribution systems and infrastructure in the areas are sized for the future successful integration of facilities on these sites.

The project is envisioned to be funded with Central University Strategic Investment funds.

Authorization Request

This request is for the requisite capital project design phase authorization necessary to plan and design the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion on the main campus of UI, Moscow, Idaho.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI Strategic Plan, specifically the project seeks to develop a robust and capable infrastructure with capacity to support facilities which may be demanded by UI's strategic goals.

In addition, the project is fully consistent with the principles, goals, and objectives of UI's LRCDP, specifically those goals and objectives related to the development of the campus infrastructure and utility distribution systems.

IMPACT

The immediate fiscal impact of this effort is to fund planning and design phase costs of the project, with projected expenditures of approximately \$350,000. The overall project effort is anticipated to be \$3,500,000.

Overall Project

Funding

State	\$
Federal (Grant):	
Other (UI)	
CSUI Funds	3,500,000
Gifted Funds	
	<hr/>

Total	\$ 3,500,000
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Estimate Budget

A/E & Consultant Fees	\$ 350,000
Construction	2,500,000
Construction Cont.	250,000
Owner Costs	200,000
Project Cont.	<hr/> 200,000

Total	\$ 3,500,000
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ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pending the successful outcome of the proposed planning and design phase of the project, UI will need to return to the Board (per Board Policy V.K.3.b. and

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V.K.3.c.) to obtain approval to proceed with the construction phase of the project. UI anticipates that planning, design, and construction costs will be met with internal funds. The capital project is included in the institution's six-year capital construction plan and master campus plan, pursuant to Board Policy V.K.2 and 8.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of a capital project to design and construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, on the main campus of the University of Idaho, for a total project cost of \$3,500,000, as described in the materials submitted to the Board. Approval includes the authority to execute all consulting and vendor contracts necessary to implement the Planning and Design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

FY 2019 Line Item Budget Requests

REFERENCE

April 2017	Idaho State Board of Education (Board) approved guidance to the 4-year institutions regarding submission of line item requests
June 2017	Board directed the Business Affairs and Human Resources (BAHR) committee to review the line items and to bring recommendations back to the Board for its consideration at the regular August, 2017 Board meeting
August 2017	Board approved agency and institution line item requests and authorized the Executive Director to approve the budget requests for Maintenance of Current Operation (MCO) and line items and submit them to the Division of Financial Management and the Legislative Services Office
September 2017	Board adopted the recommendations of the Governor's Higher Education Task Force and authorized the Executive Director to amend the previously-submitted line item requests, adding a new request for additional Scholarship and Grant funding and a new system-wide request for development of a Degree Audit/Student Data Analytics System

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

Recommendation #1 from the Governor's Higher Education Task Force dealt with efficiencies, cost savings, and service. The Task Force recommended that "... *the State Board of Education drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized, and student-centric system.*" In the course of its deliberations, and after consultation with outside experts (including representatives from Maine's higher education system), the Task Force reflected on various non-instructional "back room" functions common to multiple higher education institutions which have the potential to generate greater efficiency (cost savings) and quality/productivity (student service) if carried out under a more systemic model. Among the areas discussed were Information Technology, central financial services (payroll and accounting), facilities maintenance and custodial functions, human resources, purchasing, student housing, security, postal services, libraries, legal services, etc.

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Feedback from counterparts in the Maine system indicated that conversion to common hardware and software in central financial systems, under a model in which support continues to be delivered through a distributive approach at each institution, might provide opportunities for improved efficiency and quality of customer service. The core financial systems within an organization are often referred to as the Enterprise Resource Planning (ERP) management information systems, and these make use of central server systems, functional software support modules, area networks, and in some case, “cloud” storage. Currently, Idaho’s higher education institutions operate under a number of different ERP systems including Oracle “PeopleSoft” systems and Ellucian systems (“Banner” and “Colleague” are two ERP systems within the Ellucian family).

The eight university and college presidents held a retreat at the Board office on October 3, 2017, with the Board President and Executive Director in attendance. At the retreat, the presidents discussed follow-up actions to implement the recommendations of the Higher Education Task Force. As a result of that discussion, the presidents asked the Board a request to substitute an FY2019 line item request to explore establishing a systemwide ERP approach in lieu of the earlier-added line item request relating to creation of a degree audit/student data analytic system (which emerged from the Task Force’s “pipeline” improvement recommendations).

Full implementation of three of the Task Force recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5). Such a system would facilitate multiple student-level outcomes sought through Task Force recommendations such as system-wide degree progression and guided pathway initiatives. In addition to postsecondary efforts, such a program would strengthen K-12 initiatives around dual credit and college and career advising. It would not be the intent for such a program to replace or duplicate any existing programs the institutions may have. Rather, this program would be a tool to extract data from existing institution programs to perform analysis and help facilitate transfer and articulation between institutions, provide a program for those that do not have a system in place, or provide added capabilities for those that have limited systems or do not have systems that allow for students to review their degree progress. As such, the first step for a proposed degree audit/student data analytics would necessarily require meeting with the institutions’ Chief Information Officers and Provosts to inventory current degree audit and analytics programs and capabilities.

IMPACT

The Division of Financial Management and Legislative Services Office are mindful that the timing of the recommendations from the Governor’s Higher Education Task Force might call for greater flexibility in terms of submitting Board line items requests for FY2019, but the practical deadline of November 1st is rapidly approaching. If the Board approves substitution of the EPR system-wide request for the recently-added degree audit/student data analytic system request, there

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would be no significant difference in the financial impact to the FY2019 budget. Both proposals involve laying groundwork with institutions, support of meetings, and contracting with expert consultants in the field of higher education software, likely through a Request for Proposal (RFP) process to hire contractor(s) to begin either of the complex, long-term initiatives).

ATTACHMENTS

Attachment 1 - Line Items Summary: College & Universities	Page 5
Attachment 2 - Proposed FY 2019 Line Items Request Amendment	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Moving from today's federated approach for ERP systems at the higher education institutions to a unified system with support distributed at all institutions would be a profound change - and potential game-changer - for Idaho, which might pave the way for more systematic approaches for other backroom operations carried out in separate functional areas at the colleges and universities, if the Maine experience is any indication. This initiative, if approved, would begin early planning at the same time the State of Idaho is examining the way forward for its own "legacy" (in-house) ERP system. In addition to the statewide applications which might be possible under various commercial vendors including, inter alia, Oracle PeopleSoft, Ellucian, and Jenzabar, the institutions may also wish to explore the open-source consortium approaches (e.g. Kuali) which are in place at a number of major institutions.

During Task Force discussions on "system-ness" and backroom functions, Board Staff drew attention to the significant short-term conversion costs and employee training/adaptation challenges associated with any change in ERP and support module systems, but there was a consensus among the Task Force members (and among the presidents) that the potential long-term benefits of consolidation and interoperability might make sense for the state over the long term.

The proposed action reflects the sense of priorities of the presidents. If approved by the Board, staff recommends the ERP line item request be submitted as the Board's number one priority system-wide request. There would be no change (barring a decision by the Board) to the current #2 priority ranking of the current system-wide line item request for \$800,000 for support of the Idaho Regional Optical Network (IRON).

BOARD ACTION

I move to authorize the Executive Director to amend the FY2019 System-wide Needs Budget Request with the Enterprise Resource Planning line item as submitted in Attachment 1, as a substitution for the previously-submitted Degree Audit/Student Data Analytic System request.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF UTAH SCHOOL OF MEDICINE – ANNUAL REPORT	Information Item
2	EPSCOR – ANNUAL REPORT	Information Item
3	BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN GENETIC COUNSELING	Motion to Approve
4	BOARD POLICY III.P. STUDENTS – FIRST READING	Motion to Approve
5	BOARD POLICY III.N. GENERAL EDUCATION – SECOND READING	Motion to Approve
6	COMPLETE COLLEGE IDAHO – GUIDED PATHWAYS UPDATE	Information Item

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

University of Utah, School of Medicine Annual Report

REFERENCE

June 2008	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2013	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
September 2016	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2016	The Board Received the annual University of Utah School of Medicine Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3720

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education (Board) has had an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. In the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement. The program now provides opportunities for ten Idaho students annually to attend UUSOM through a cooperative agreement. A total of forty Idaho students can be enrolled at any one time in this four-year program.

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information to include an overview of the four-year curriculum and clerkships.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine
Annual Report for 2017

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The report also includes a financial overview of support provided for ten students in Academic Year 2016-2017, and an admissions summary consisting of names and home towns of those first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year. Staff anticipates that the renewed contract would come before the Board at their April 2019 meeting.

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BOARD ACTION

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2013	EPSCoR provided their annual report to the Board
April 2014	EPSCoR provided their annual report to the Board
April 2015	EPSCoR provided their annual report to the Board
August 2016	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has three active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 RII; 2013-2018 - \$20 million, "Managing Idaho's Landscapes for Ecosystem Services (MILES)"

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- Track-2 RII Focused EPSCoR Collaborations; 2017-2021 - \$6 million, “Using Biophysical Protein Models to Map Genetic Variation to Phenotypes”
- Track-3 RII Building Diverse Communities; 2014-2019 - \$750,000 (up to five years), “Indigenous Program for STEM Research”, and “Regional Native Network of Graduate Education: A National Research and Educational Model”

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services”, for \$20M. This grant was a 5-year grant and is scheduled to be completed this fiscal year. NSF-EPSCoR grants require a state matching component, these funds are paid out of a portion of the funds allocated for use by the Board’s Higher Education Research Council (HERC). The state match for the current award is \$800,000 for fiscal year 2018.

BOARD ACTION

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

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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BOISE STATE UNIVERSITY

SUBJECT

Approval of a new, online program that awards a Master of Science in Genetic Counseling

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.3.a.x.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a program that awards a Master of Science in Genetic Counseling. The program will be wholly online and will operate under the fee guidelines of Board Policy V.R. as it pertains to wholly online programs.

Genetic counseling is defined as "the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease." Boise State University's program will help to meet the workforce need for more genetic counselors, will help alleviate the lack of seats in genetic counseling programs, and will do so with a highly accessible online program:

- The National Society of Genetic Counselors reports that since 2006, the profession of genetic counseling has seen growth of 85%, and nationally there are four jobs for every graduate, with anticipated future demands growing at an increasing rate. Locally, the number of unique job openings for genetic counselors has doubled since 2012. In 2012, there were three unique, unfilled positions and in 2017 there are six unique positions. However, these newly created jobs have remained unfilled for longer periods of time. Of the six positions in 2017, four currently remain open: one since May 2015, one since December 2016, and two since June 2017. The average time to fill the position is 12 months with a range of 8-27 months. The entry level salary for a Genetic Counselor is \$65,000.
- A master's degree in genetic counseling from an accredited program is required to become a genetic counselor in Idaho. However, potential students interested in becoming a genetic counselor face strong competition for extremely limited space in existing programs. The Association of American Genetic Counseling Directors reports that 330 applicants out of 1,300 are accepted to genetic counseling programs each year. The only program serving students in the Northwest is a face-to-face program at the University of Utah; that program annually accepts 7 students out of a total of 109-128 applicants.
- Because the proposed program will be wholly online, it will be available to students in rural areas of Idaho and surrounding states, and will attract a

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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nationwide audience sufficient to make the program financially sustainable.

The program will focus on emerging trends in the field of genetic counseling, which include advancements in genetics/genomic technologies, service to underrepresented and rural communities, the need for business skills, and inter-professional development. Students will participate in collaborations involving other members of the healthcare team through experiential components of the curriculum that focus on inter-professional education.

The proposed program is one of several being created via the eCampus Initiative at BSU. BSU's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes, and uses a multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer.

The proposed program is currently seeking to obtain Accredited New Program status with the Accreditation Council of Genetic Counselors (ACGC). At this juncture, a letter of intent has been submitted to and accepted by the ACGC.

IMPACT

The program will not require the use of any new state appropriated funds. The program will operate under Board Policy V.R., 3.a.x. as it pertains to wholly online program fees. Students will be charged \$982 per credit hour. For the 56 credits required for completion of the proposed program, the total cost will be \$54,992. A review of 10 institutions offering similar in-person degrees found that the lowest total degree cost was \$26,796 and the highest was \$65,200 with the average at \$46,244. However, the costs at the lower end of the spectrum were typically for state institutions charging in-state resident rates; BSU's program will charge the same rate for in-state and out-of-state students. Another consideration is that Idaho students would not need to move and otherwise incur that expense.

In the same review among ten institutions, the program will require more hours for degree completion than all but one (tied). However, this is necessitated due to the curriculum having more business and professional development coursework. It is expected that graduates will acquire skills necessary for clinical work and industry.

The program is projected to admit an annual cohort of 15-17 students, which is small enough to provide the high-quality, highly-interactive classes needed for a high quality program and it is large enough to make the program fiscally sustainable. It is hoped the program will receive provisional accreditation from the Accreditation Council for Genetic Counseling by August 2018 at the latest, so as to participate in the student application and admission process in 2019.

Sunset clause: Because the program will be utilizing the online fee model, it is best to put the minimum enrollment in terms of credits and student FTEs, which are the items that translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of credits and student FTEs to achieve break-even status by the fourth year is 629 annual student credit hours. This equates to approximately 23 student FTE. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. However, if program revenues do not cover expenses by the third year, possible discontinuation of the program will be addressed.

ATTACHMENTS

Attachment 1 – Program Proposal – M.S. in Genetic Counseling Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a fully online degree program leading to a Master of Science in Genetic Counseling. Similar programs offered by other institutions are delivered in-person. Those institutions include California State University, Stanislaus; Stanford University; University of California, Irvine; University of Colorado, Denver; and University of Utah. BSU would be the first to offer a Genetic Counseling program online.

BSU's proposed MS in Genetic Counseling is consistent with their service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for counseling programs. BSU indicates that the proposed program is intended to meet the growing need for genetic counselors in local health systems such as St. Luke's and Saint Alphonsus.

Financial Considerations:

BSU has proposed a \$982 per credit hour (approximate total program cost of \$54,992) under the Board policy on pricing of fully-online programs (Section V.R.3.a.x.). The institution acknowledges that this rate is higher than other programs, but they expect it to be competitive in that it will obviate certain expenses such as those associated with traveling to campus. BSU projects that the program will be self-sustaining in year four. BAHHR reviewed the financial component of the proposed Genetic Counseling program at its meeting on October 6, 2017.

Staff assessment of the fiscal aspect of the proposal is that the suggested price—more typical of self-support programs—would negatively impact the access and affordability of the program for many traditional and on-line students who might wish to pursue this program, and would appear to be an exception to the general guidance emanating from the Governor's Higher Education Task Force that on-

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line program delivery modalities should provide affordable access for place-, time-, and/or life situation bound students to needed education and training programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 21, 2017 and was presented to the Instruction, Research, and Student Affairs (IRSA) committee on October 5, 2017 and to the Business Affairs and Human Resources Committee (BAHR) on October 6, 2017.

Though high cost and fiscal considerations were taken under advisement, staff recommends approval of the proposed M.S. in Genetic Counseling based on program description, purpose, and regional and state need for mental and behavioral health professionals.

BOARD ACTION

I move to approve the request by Boise State University to create a new online program that will award a Master of Science in Genetic Counseling in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the Master of Science in Genetic Counseling in the amount of \$982 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

First Reading - Board Policy III.P Students

REFERENCE

February 2016	Board approved first reading of amendment to Board Policy III.P.16. Student Health Insurance.
April 2016	The Board approved the second reading of proposed amendments to III.P Students Student Health Insurance.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P regarding Title IX and student appeals.
June 2017	Board approved first reading of proposed amendments to III.P. regarding student appeals
August 2017	Board approved second reading of proposed amendments to III.P. regarding student appeals.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, III.P.

BACKGROUND/DISCUSSION

The Center for Disease Control and Prevention (CDC) reports college students, specifically freshmen living in residence halls or other forms of group housing, are at a higher risk of contracting bacterial meningitis as well as other vaccine-preventable diseases than the general population. The American College Health Association (ACHA) and the CDC recommend that college students, especially college freshmen, and their parents be educated about the benefits of vaccination against vaccine-preventable diseases and vaccines commonly recommended for college students. The ACHA recommends postsecondary institutions, at a minimum, make an effort to provide access to immunizations against meningococcal disease for those who would like to reduce their chances of contracting the disease.

The National Council of State Legislatures reports 37 states currently have some form of state law regarding postsecondary institutions and vaccination requirements. These laws range from requiring information be provided to freshmen students regarding the danger of vaccine preventable diseases and the benefits of being vaccinated to requirements that all students in student housing be vaccinated or sign a waiver or exemption form. During the 2017 Legislative Session Senator Martin, working with the Idaho Immunization Coalition, considered running legislation requiring all postsecondary institution that provide on-campus or group housing to provide current information about vaccine-preventable disease to each student at the time of admissions. After discussing further with Board and institution staff Senator Martin chose instead to ask the Board to consider, through Board policy, requiring institutions to provide

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information to students at the time of admission regarding vaccine preventable diseases and the benefits of vaccinations.

IMPACT

Approval of the proposed amendments would require the four year institutions to provide informational material regarding vaccine's to students at the time of admissions and eliminate the need for any legislative changes requiring the institutions to provide the informational material. The Center for Disease Control currently provides material the institutions could use, resulting in no additional cost to the institution other than those related to the distribution of the information. The information could be distributed to students in an electronic format.

ATTACHMENTS

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Attachment 2 – ACHA College Student Immunization Guidelines	Page 6
Attachment 3 – Example of available CDC Vaccine Recommendation	Page 17

STAFF COMMENTS AND RECOMMENDATIONS

The Center for Disease Control and Prevention provides recommendations divided into two categories. Category A recommendations are made for all persons in an age or risk factor based group and Category B recommendations are made for individual clinical decision making. A Category A recommendation means a vaccine is recommended for everyone in an age-group or risk factor group. A Category B recommendation means a vaccine is recommended based on an individual clinical situation. Vaccines commonly recommended for college students include: Meningococcal conjugate, Tdap (tetanus, diphtheria, and acellular pertussis), Human Papillomavirus (HPV), and seasonal influenza.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Materials as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Board Policy III.N., General Education – Second Reading

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.
June 2015	The Board approved the second reading of Board Policy III.N.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N, General Education

BACKGROUND / DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students.

The proposed policy amendments provide clarity for the transfer of GEM courses and clarify the general education requirements for the AAS degree. Other edits include incorporating a three-year cycle for updating general education competencies and clarifying duties for the general education committee. This policy has also been shared with Council on Academic Affairs and Programs (CAAP) and the state general education committee, and updates have been provided based on feedback offered to Board staff.

An additional change has been made between first and second reading, which clarifies that all GEM courses transfer, including institutionally designated courses, and meet this general education requirement with or without prior completion of the GEM framework. This should enable added flexibility with courses meeting degree requirements upon transfer, and ensuring less hours are needed for completion when transferring.

IMPACT

Approval of the proposed amendments will clarify the application of institutionally

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designated courses for general education requirements for associate and baccalaureate degrees. It also provides clarification for the responsibility of the state general education committee and state discipline-specific groups to address issues with GEM competency areas and courses when directed to do so by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The primary purpose behind the development of the GEM framework was to make the transfer and articulation of courses and credits more transparent and easier for students who may take courses from multiple institutions in order to complete a degree. Courses are evaluated and approved by individual institutions to meet GEM area competencies, and are guaranteed to satisfy the same requirement upon being transferred to another institution. With additional clarification regarding the application of institutionally designated electives for all programs, as well as added guidance for the role of various groups involved with overseeing GEM competency standards, course relevancy, and seamless transfer, the proposed changes will help provide direction and scope towards mitigating issues involving GEM curriculum and articulation.

Proposed amendments were shared with the Statewide General Education Committee and with CAAP at its July 20, 2017 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Complete College Idaho Plan – Guided Pathways

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary credential - degree or certificate - by 2020 based on the Georgetown study and projected Idaho workforce needs.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	The Board approved the final version of the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan) and postsecondary degree and certificate projections.
February 2013	The Board was given a comprehensive update and overview of the CCI Plan, its five strategies and underlying initiatives. The Board identified the need for the institutions to take the plan to the next level to implement.
December 2013	The Board received a CCI Plan update that focused exclusively on Transforming Remediation (Strategy Two)
September 2017	The Board adopted the recommendations submitted by the Governor's Task Force on Higher Education, which included CCI strategies such as the implementation of Guided Pathways.

BACKGROUND/DISCUSSION

When the final version of the Complete College Idaho (CCI) Plan was approved by the Board in June 2012 significant work began in collaboration with the Office of the State Board of Education and the public postsecondary institutions to

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implement many of the strategies underlying the CCI plan. The strategies are adopted from Complete College America (CCA). CCA is an alliance of 36 states, including Idaho, who have pledged to take action to: (1) significantly increase the number of students successfully completing college, and achieving degrees and credentials with value in the labor market; and, (2) close attainment gaps for traditionally underrepresented populations. One of the strategies, which are known as 'Game Changers,' involves the delivery of Guided Pathways.

Guided Pathways is the concept by which students are provided with highly structured degree plans, not individual courses. Students may begin in a limited number of "meta majors," which funnel into specific majors. For most optimal implementation, every semester of study is mapped for the entire program, and guarantees that milestone courses will be available when needed. Early warning and analytics systems can be integrated to alert advisers when students fall behind so as to ensure intervention can be delivered in a timely manner.

This presentation is intended to provide an overview of this concept and to outline progress to date in Idaho.

The CCI Plan focuses on improving educational attainment and responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. Increased education attainment has the potential to attract out-of-state business to Idaho, thus positively impacting Idaho's future economic development. The postsecondary degree and certificate projections provided by staff and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. The CCI Plan outlines strategies for implementing the Board's strategic plan, including the Board's education attainment goals.

IMPACT

The implementation of Guided Pathways is intended to provide students with clear expectations and timeline regarding degree completion. The concept also provides students with flexibility to pursue a degree path without committing to a specific program, with minimal expense to the length of time needed to complete a degree. When supported with early warning technology it helps faculty and advisors conduct outreach and intervention to students who may not be performing well in classes. In doing so, appropriate action can be taken to address academic, social, and/or health issues as needed. In sum, this strategy can be leveraged to help ensure students complete in a timely manner in an academic program that best aligns with their interest and ability, and minimizes student debt.

ATTACHMENTS

Attachment 1 – Guided Pathways Overview

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STAFF COMMENTS AND RECOMMENDATIONS

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In addition to Board staff work with the institutions since 2012, the systemic implementation of the Game Changers was recommended by the Governor's Task Force on Higher Education. Staff will continue to provide the Board with updates on the strategies – such as Guided Pathways - that support the Game Changers. These updates will provide opportunities for Board discussion and feedback on progress and the work being conducted.

BOARD ACTION

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

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