



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

**STATE BOARD OF EDUCATION
February 14-15, 2018
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho**

A regularly scheduled meeting of the State Board of Education was held February 14-15, 2018 at Boise State University in Boise, Idaho.

Present:

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

Andrew Scoggin*
Don Soltman
Richard Westerberg
Sherri Ybarra*, State Superintendent

*Except where noted

Wednesday, February 14, 2018

The Board met at the Boise State University Student Union Building Simplot Ballroom in Boise, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 10:05 am (MST).

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the agenda as submitted. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the minutes from the December 20-21, 2017 Regular Board meeting, the January 4, 2018 Special Board meeting, and the January 18, 2018 Special Board meeting. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Hill): To set February 13-14, 2019 as the date and Boise State University as the location for the February 2019 regularly scheduled Board meeting. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Boise State University Annual Progress Report
This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item thanking Boise State University (BSU) President Dr. Bob Kustra for his hospitality hosting Board members and staff at this meeting. President Kustra then welcomed the Board to Boise State University and invited Board members on a tour of the new Alumni and Friends Center where he presented his annual progress report to the Board.

As part of his annual progress report, President Kustra invited members of his Administrative Council and key faculty to provide an update to the Board, beginning with Mr. Mark Heil, Vice President and Chief Financial Officer for Boise State University who shared with Board members an update on Enrollment Workload Adjustment (EWA) and how the current funding model effects BSU.

Chief Operating Office, Vice President and Special Counsel for Boise State University, Mr. Kevin Satterlee provided an update on BSU's Infrastructure and Student Growth. Mr. Satterlee shared Boise State University has met or exceeded the 60% Goal every year since 2010 when the goal was set by the State Board of Education (SBOE). He continued BSU's achievement of the 60% Goal is the result of targeted efforts by BSU focused on retention, freshmen success programs, pathways and a change in student demographic and that BSU is no longer the part-time/commuter school from 15 years ago and this change has had a huge impact on the universities infrastructure and basic student services.

Vice President for Student Affairs and Enrollment Management, Ms. Leslie Webb, provided an update to the Board on student affairs. Ms. Webb shares her office is focused on recruitment, retention and employability of students and responding to the student climate and culture of today. Ms. Webb adds one of the largest issues experienced by students today is an increase in the number and complexity of mental health issues.

Athletic Director, Mr. Curt Apsey provided an update to the Board on BSU's Intercollegiate Athletics. Mr. Apsey shares during the 2016-2017 Academic Year the cumulative grade point average of BSU athletes was a record setting 3.31 and that this was the first time in the history of BSU where all sports teams had a cumulative grade point average of 3.0 or higher. Mr. Apsey continues the biggest challenge facing BSU Athletics is sustaining what the university has accomplished so far and keeping up with the growing trends in intercollegiate athletics nationwide.

Finally, Founding Dean for the College of Innovation and Design (CID), Mr. Gordon Jones, provided an update on CID's efforts and initiatives. Mr. Jones shares the focus of the College of Innovation and Design is on catalyzing change and imagining the future and that the college has experienced a 39% increase in enrollment since the 2015-2016 academic year. Mr. Jones then shared with Board members the huge success of Boise State X, an educational portal customized for employers and employees.

At the conclusion of the presentations Board members returned to the Boise State University Student Union Building for the remainder of the meeting.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Education to Workforce Alignment

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

At this time, Superintendent Ybarra joined the meeting.

Board Vice President and Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the work session item reminding members Goal 2 of the Board's strategic plan focuses on an education system that provides an environment facilitating the creation of practical and theoretical knowledge leading to new ideas, delivers relevant education meeting the needs of Idaho and the region and prepares students to efficiently and effectively enter and succeed in the workforce. Ms. Critchfield then invited Mr. Jay Larsen, Executive Director for the Idaho Technology Council (ITC) and Ms. Jessica Ruehrwein, Executive Director for the Treasure Valley Education Partnership (TVEP) to present to the Board on their efforts to align with Idaho's education system and Idaho's workforce needs.

Mr. Larsen begins by sharing ITC is a private sector group designed to drive Technology through Idaho whose mission is to help companies in Idaho start, grow and thrive. He then shared that Idaho has the fastest growing software community in the United States, as a percent of the state's GDP, and that North Carolina has the second fastest. Mr. Larsen then distributed a copy of the NCTECH Association report for the Board to review. Board member Clark noted the indicators for readiness in the NCTECH Association report are enrollment in preschool, Grade 8 Math and English Language at proficiency and the percentage of students exiting the K-12 system who meet the entrance standards for the state's higher education system. She then asked Mr. Larsen, based on the ITC study, what the two to three greatest implications for education as the State moves towards a knowledge economy. To this Mr. Larsen responded the three greatest implications are 1). Fundamentals (reading, knowledge, math and other skills) and that as a State we must continue to look at and increase these fundamentals. 2). Integration of up and coming technologies with Idaho's Education system and 3). Inspiring parents of students to understand the importance of their children participating on the technology stage.

At this time, Board member Scoggin joined the meeting.

Board member Atchley then asks if there are any measures in place to push technology to rural areas of the state to allow access for people who do not reside in technology hubs. To this Mr. Larsen responds this is a topic of focus for the ITC.

There were no additional questions or comments from Board members for Mr. Larsen.

Ms. Jessica Ruehrwein, Executive Director for the Treasure Valley Education Partnership (TVEP), begins her presentation by sharing TVEP's footprint includes nine (9) school

districts in the Treasure Valley, six (6) higher education institutions, nonprofits, government, business and early education providers and that in 2015 the partners created a Senior Exit Survey to help inform the collective efforts of students as they exit high school. Ms. Ruehrwein then shared the results from the 2017 survey showed 71% of students planned to attend college or some form of postsecondary training after high school, however only 46% of students actually enrolled in some sort of postsecondary training or education.

Additional survey responses indicated 80% of students plan to complete a degree in their lifetime, more females, than males, planned to obtain a 4-year degree or higher, 64% of respondents made the decision to continue their education after high school when they were in Grade 7, family was the largest influence when deciding what to do after high school, making money and having a job they enjoyed were two of the largest factors when deciding what to do after high school and health care and medicine were the most popular career fields of interest. Ms. Ruehrwein continued the two take-aways from the 2017 Exist Survey are the discrepancy between what students' report they plan to do and what they actually do in the fall and that 80% of students plan on completing some form of postsecondary education in their lifetime. Finally, Ms. Ruehrwein confirms TVEP will continue to collect actionable data to help inform TVEP working groups, schools and policy and utilize this data to target interventions, supports and messaging.

Dr. Clark asked if TVEP's partnership with districts has expanded to smaller districts in the region, to which Ms. Ruehrwein responded the partnership has not expanded, however, TVEP actively shares information with other districts. Dr. Clark then stated one of the recurring topics shared with the Board by school districts from across the state is the lack of state funds for college and career counseling and it would be of interest to the Board to receive feedback from students on the impact college and career counseling had on their decisions to continue with their postsecondary education.

Board member Atchley then stated it would be of interest to the Board to know the factors contributing to the 30% of students who state they intend to continue their postsecondary education after graduation, but do not.

There were no additional questions or comments from the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Digital Learning Academy Annual Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item and then invited Idaho Digital Learning Academy (IDLA) Director of Education Programs, Dr. Sherawn Reberry, Director of Operations, Mr. Jacob Smith, and Director of Curriculum and Instruction, Mr. Jeff Simmons to present their agencies annual report to the Board.

Mr. Smith begins by sharing IDLA was established in 2002 to provide opportunity, equity and access for all students throughout Idaho and resources to school districts to address issues related to course scheduling, course offerings and staffing. Mr. Smith then stated since 2002 enrollment has continued to increase and will be close to 30,000 students for the 2017-2018 academic year. He also shared IDLA offers more than 250 courses, including five (5) Career Technical Education courses, and that 1 in 5 Idaho students have taken an IDLA class.

Mr. Simmons continues the presentation with an update on how IDLA is able to address local school district challenges. He stated that currently IDLA provides access to 339 qualified teachers and that each district partnering with IDLA can add this group to their teaching resources to meet a variety of needs. In addition to providing access to qualified teachers, IDLA also provides students access to career and college opportunities. Mr. Simmons stated in 2017-18 IDLA provided dual credit courses to 4,427 enrollments, of which 57% were in GEM courses, and that nearly 50% of IDLA dual credit enrollments came for 1A and 2A schools. Finally, Mr. Simmons shared that in addition to college and career opportunities, IDLA also provides career exploration opportunities to Idaho's middle school students through their 8th Grade Career Exploration course.

Finally, Dr. Reberry concludes the presentation with an update on IDLA's EdReady tool and CTE Digital program. Dr. Reberry stated the EdReady tool was designed for students to check mastery in a course of study, to plan for college and career opportunities, and to prepare for commonly used placement exams such as the Standardized Achievement Test (SAT) or American College Test (ACT). She continues the CTE Digital program, developed in partnership with Idaho Career Technical Education, provides opportunities for students they may not have access to in their regular school day or in their school district and offers foundational courses for students to get a jump start on their route to Career Technical Education (CTE) Certifications.

Board member Critchfield then stated her appreciation of IDLA and the value of the services they provide to students, families and teachers. The Board's Executive Director, Mr. Matt Freeman, then publically recognized and thanked IDLA for their partnership with Apply Idaho and their work programming and streamlining the process. Board member Hill then echoed the same appreciation for IDLA and asked to what degree IDLA is central to education in Idaho today and to what degree it fills in the gaps. Dr. Reberry responded IDLA partners and collaborates with all districts across the state, listening to their needs and filling in gaps where they exist and continues to reach out to students, teachers and parents on what needs are not being met.

Dr. Clark then asks for IDLA's perspective on their partnership with Idaho Career Technical Education to which Dr. Reberry responded it is a streamlined and beneficial partnership and both plan to continue working together to develop more CTE courses and expand to more rural districts. Administrator for Idaho Career Technical Education (ICTE), Mr. Dwight Johnson added ICTE values its partnership with IDLA and shared this is the second year where the Governor has recommended ICTE receive additional

funding to develop additional offerings. Mr. Johnson then stated ICTE, in partnership with IDLA, currently has three to four new programs in development and that more than 2,000 students from more than 100 school districts from across the state enrolled in the first five (5) CTE courses offered through IDLA.

Superintendent Ybarra then thanked IDLA for their partnership and their work providing access to Idaho's rural communities, supporting Idaho's Mastery Based Education Initiative as well as helping to address Idaho's educator shortage.

Board member Scoggin then asked of the total number of students participating in IDLA's courses, what percentage start a course but do not finish to which Dr. Reberry responded although the exact number is not known, the percentage is very small. Mr. Smith then added IDLA requires students attend a mandatory orientation prior to taking any of IDLA's online courses and that IDLA provides a "drop deadline" for students to experience the course prior to fully committing. Board member Scoggin then asked why a discrepancy of course offerings exists among school districts if IDLA's offerings are all online to which Mr. Simmons responded IDLA provides an Idaho certified teacher for every course as well as a principal to help insure a quality experience for students and that because of this some courses run in to capacity issues.

There were no additional questions or comments from the Board.

3. Idaho Bureau of Education Services for the Deaf and the Blind Annual Report
This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item and then invited Administrator for the Idaho Educational Services for the Deaf and the Blind (IESDB) Mr. Brian Darcy to present his agencies annual report to the Board.

Mr. Darcy begins by sharing with Board members IESDB provides services statewide through both their Outreach Department and the Campus located in Gooding, Idaho. He continues the Outreach Department serves the entire state through seven (7) different regional "Education Centers" serving students who have been identified as Deaf/Hard of Hearing or Blind Visually impaired from the age of birth to twenty-one. He continued IESDB has experienced an increase in the number of students it serves and is currently serving 2,039 children throughout Idaho with the age group from birth to age 3 increasing the most, with 75 blind/visually impaired babies, up from 25, and 137 deaf/hard of hearing babies, up from 75, over the last eight (8) years. In total IESDB is currently serving 1,807 school age students enrolled in school districts throughout the state.

Mr. Darcy continued the IESDB campus has been in existence since 1906, operating on the current site since 1908, and has seen an increase in enrollment over the last eight (8) years with a total of 100 students currently enrolled, the largest number in more than 15 years. The focus of the IESDB Campus curriculum is on the use of technology and ensuring students receive "normal" high school and life experiences.

Mr. Darcy concludes his presentation with an update to the Board on IESDB's current maintenance and improvements to the 40 acre campus in Gooding with two of the four requested projects having received approval from the Permanent Building Fund Advisory Committee and the Department of Public Works; irrigation automation and installation of individual heating/AC units in each of the residential cottages.

Board member Atchley then asked if IESDB is reaching every student in the state that is deaf/hard of hearing or blind/visually impaired. Mr. Darcy responded that Idaho State Statute requires all school districts report a child who is deaf, blind or hard of hearing and that it is estimated 2,500 students in Idaho meet the criteria for deaf, blind or hard of hearing and IESDB is close to serving this number of students statewide. He continued IESDB has developed strong partnerships throughout the state to intervene early to identify these children and provide the needed services and that over the last year IESDB has experienced a 100% capture rate for early screening.

At this time the Board took a 20 minute break, returning at 2:55pm.

4. Idaho Public Charter School Commission Annual Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item and then invited Program Director for the Idaho Public Charter School Commission (PCSC), Ms. Tamara Baysinger and Chairman of the Idaho Public Charter School Commission, Mr. Alan Reed, to present their annual report to the Board.

Mr. Reed begins by sharing with Board members the PCSC is the state's largest authorizer, responsible for overseeing 73% of Idaho's 56 public charter schools, and that 40% of PCSC authorized charter high schools have a higher graduation rate, by 15 points, than the state average. Mr. Reed contributes this success, in part, to the quality of the administrators and teachers of these schools.

Ms. Baysinger continues the presentation by sharing the PCSC's focus the past year has been on developing new resources to for charters to succeed, especially the new pre-opening support program. She continued this is a collection of tools combined with a series of one-on-one meetings with PCSC staff, whose purpose is to guide new charter schools through the necessary preparation steps needed for them to open their doors. In addition to the pre-opening support program, the PCSC has also developed a New School Leader Orientation program to help incoming charter administrators and board members adjust to the charter sector and put them in touch with resources.

Ms. Baysinger then shared with Board members the PCSC adopted a new performance framework in May of 2017 designed to adjust to the context of different types of schools while providing feedback on school outcomes regardless of their size, grade levels served, student demographic, and educational model. She then highlighted areas of

charter school success found in the PCSC 2017 Annual Report noting that in Math, 75% of PCSC portfolio schools exceeded the proficiency rates of their surrounding districts for students in the same grades, and that in English Language Arts (ELA) this was 80% for the same student population.

Ms. Baysinger concludes the presentation by sharing with Board members in the coming year the PCSC plans to learn more from Idaho charters, as well as other states, about how to identify appropriate standards and collect useful data regarding schools with unique populations; how to increase diversity in Idaho's Charter School enrollment; and explore how, on a practical level, Idaho's charters can be granted autonomy to balance their accountability.

Board member Soltman then asked if there are any "best practices" from Idaho's charter schools the Board should consider bringing to the K-12 system as a whole. Ms. Baysinger responded this is a difficult question to answer because charter schools are so different from public schools, however, small school size and having a board constantly promoting a school's mission have been found to be key factors to the success of charter schools.

Board member Scoggin then asked which of the reporting requirements are the most concerning for the charter schools to which Ms. Baysinger responded the Continuous Improvement Plan (CIP) and Literacy Plan. She then adds feedback from the charter schools has been they already have a performance certificate in place specifying the quality outcomes they need to achieve and the CIP is a duplication of this.

Board member Westerberg then stated his perception the advantage of charter schools is the tendency for parents to be more engaged in the education of their students and asks if this has been quantified. Ms. Baysinger responded that while there has not been any research on this subject, it does appear to be true.

Board member Clark then stated the general perception of charter schools has been they are not as unique as perhaps the original statue thought they would be and asks Ms. Baysinger to share with the Board two to three unique features of these schools. Ms. Baysinger shares some schools utilize a Classical Education (Waldorf or Montessori model) that although not new, are not found with the traditional education provided through public schools, other schools focus on teaching culture and language to Native American students, and still other schools focus on blended learning, especially in virtual schools.

Board member Critchfield then comments the needs of charter schools identified in the presentation mirror the needs of public schools and these are issues across the Board and are some of the issues the Board and Idaho State Department of Education are working to address.

There were no additional comments or questions from the Board.

5. Teach for America in Idaho Progress Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item and then invited Executive Director for Teach for America Idaho, Mr. Tony Ashton to present his progress report to the Board. Accompanying Mr. Ashton was Ms. Christine Ketterling, Federal Programs and Curriculum Director for the Homedale School District

Mr. Ashton begins his presentation by sharing with Board members Teach for America participants agree to a two year commitment to teach in low income, rural public schools in Idaho. Participants all possess a college degree, however, a majority do not complete a traditional teacher preparation program. Mr. Ashton continues Teacher for America Idaho has had a positive impact on student achievement having served more than 3,000 students over the past three years in seven (7) communities in Southwestern Idaho.

Ms. Ketterling then shared with Board members the Homedale School District has benefited from their partnership with Teach for America Idaho beginning in 2015 when their school district was able to meet and hire a highly qualified candidate through Teacher for America Idaho to fill a void within their district. Since that time, the Homedale School District now has seven (7) Teach for America Idaho alumni working in the district and have continued working with Teach for America Idaho to engage new inductees to work with migrant families within the local community.

Board member Critchfield then asks what Mr. Ashton believes makes Teach for America Idaho stand out as one of only two alternative authorizers in the State of Idaho. Mr. Ashton responds the way Teach for America Idaho recruits individuals to the teaching profession, the training provided before participants enter the classroom and the ongoing support participants receive.

There were no additional questions or comments from the Board.

6. Apply Idaho Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item and then invited the Board's Director of Research, Mr. Carson Howell and Research Communications Specialist Ms. Briana Krebs to present an update to the Board.

Ms. Krebs begins the presentation by sharing with Board members the goal of Apply Idaho was twofold, to simplify the application process and to remove cost barriers to encourage more students to apply to Idaho's postsecondary institutions. To gather feedback on the successes and failures of Apply Idaho, Board staff administered three (3) surveys via email between November 2017 and January 2018 to students, Idaho College Application Week site coordinators and college and career counselors. Ms.

Krebs then stated that overwhelmingly, the survey data showed the Apply Idaho application process was easier, faster, and simpler than the traditional approach to applying to multiple colleges and that on average, students rated Apply Idaho 4.45 stars for ease of use, with over 58% of responses falling in the 5-star category. Additionally, feedback from site coordinators indicated the simplicity and waived application fees of Apply Idaho led students to explore their postsecondary options more than they would have before and encouraged students that were “on the fence” or intimidated by the process of applying to apply to Idaho’s public postsecondary institutions. Finally, Ms. Krebs stated the data shows Idaho’s public postsecondary institutions experienced an overall increase of 88.3% from 2016 to 2017 in the number of applications submitted and that on average each student completed 2.5 applications.

Mr. Howell continues the presentation by sharing with Board members that although the total number of overall applications has increased over the last year, there seems to be a large number of incomplete applications being submitted through Apply Idaho. Mr. Howell continues this is most likely due to different institutions requiring students to answer or complete additional supplemental questions outside of the Apply Idaho application. Board member Clark then asked Mr. Howell to expand on the types of questions institutions were asking to which Mr. Howell responded the range of additional questions is broad, however, most questions were related to financial aid and scholarships, a student’s extracurricular activities and awards, social security number, emergency contact information and a student’s level of interest in on-campus opportunities. Mr. Howell then stated the intent of the institutions in requiring these supplemental questions is to help to engage students, however, this counters the purpose of Apply Idaho to simplify the admissions application. Additionally, students are under the impression they have completed the application process once they submit their application through Apply Idaho, yet according to the data, some of Idaho’s public postsecondary institutions do not consider the application complete until the supplemental questions have been answered. Mr. Howell then states part of the discussion between Board staff and the institutions is how to correct the process while maintaining the simplicity of Apply Idaho.

Board member Westerberg then comments it was impression the questions asked on the Apply Idaho application were sufficient for an institution to determine a student’s eligibility for admission, and that the institution could follow-up with additional questions once the student is enrolled. Mr. Howell responded this was the intent, however, in order to streamline the process most institutions rolled all of these questions in to a single application for potential students.

Board member Critchfield then asked how this issue is being addressed, commenting, if institutions need to add additional questions they can, however, the Board has promoted Apply Idaho as a single application with no fees and this recent development is another roadblock that she finds disturbing. Mr. Westerberg adds follow-up by the institutions is fine, however, linking the additional questions to the Apply Idaho application defeats the purpose of what the Board is trying to accomplish.

Dr. Clark then asked if any the institutions present had anything they wished to add to the conversation.

From Boise State University (BSU) Provost and Vice President for Academic Affairs, Dr. Martin Schimpf suggested bringing this item to the Council on Academic Affairs and Programs (CAAP) and request more information from the institutions registrars.

Board member Scoggin then asked if a student does not respond to a citizenship question are they then not able to proceed with the Apply Idaho application. To this Dr. Schimpf responded the institution must follow up with the student to request their social security number for financial aid, ethnicity, and contact information to engage students but these are not a requirement. Board member Scoggin then comments this contradicts the information provided in the Board materials to which Dr. Schimpf responded he cannot answer this question with input from BSU's registrar.

From the University of Idaho (UI) Provost and Executive Vice President, Dr. John Wiencek shared that as applications are received, UI will tell students they have been admitted, however, before registering a student will need to provide additional information. Board member Scoggin then asked if a student does not provide the additional information are they then not admitted or is their application considered incomplete. To this Dr. Wiencek responded a student will still be admitted, however, the information requested is to maximize a student's financial aid options but he would still need to verify this with UI's registrar. Board member Scoggin then asked Mr. Howell if this is his understanding as well to which Mr. Howell responded the questions provided in the Board materials with an asterisks are required for an application to be considered complete and these questions must be answered by the student in order for their application to be complete. Any other questions are considered optional. Dr. Schimpf then comments the Direct Admissions letter will tell a student to which institutions they have been admitted, however, the institution requires additional information for a student to be registered. The Board's Executive Director, Mr. Matt Freeman, then commented it would be helpful for Board staff to meet with the Provosts and Registrars from each of the institutions to clarify the process.

Board member Atchley then commented the Direct Admissions letter sent to students indicates Apply Idaho does not complete a student's interaction with the institution and that additional steps are necessary for a student to enroll at a specific institution. She then stated the Direct Admissions letter sent by the Board could be more emphatic that in order for a student to register they will need to complete additional steps. Mr. Howell responded institutions are finding reengagement of students to be difficult after a student has submitted an application through Apply Idaho and the Board office is looking at ways to address this, however, there must be a balance between the information needed for admittance versus the information needed for registration.

Board member Westerberg then commented the Board has promoted Apply Idaho as a no fee application process and asks if any institutions have assessed fees after application that a student could perceive as an application fee. Mr. Howell responded in

the affirmative, adding institutions have seen an increase in the total number of applications received and in response, some institutions have elected to assess additional fees in order to cover the cost of processing these applications. Board member Westerberg then requested the Board office provide additional information on these fees for the Board members to review and follow up on. Board member Soltman then commented the Board will be reviewing fees at the regularly scheduled Board meeting in April and asks for this information to be included. Dr. Clark then asks if these fees were included in the information provided at last April's regularly scheduled Board meeting to which Mr. Howell responded it was his understanding some of the institutions have classified these fees as a processing fee, therefore these fees would not come to the Board for consideration and approval. Dr. Clark then asked this information be provided to Board members prior to the upcoming regularly scheduled April Board meeting.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education

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

State Superintendent of Public Instruction, Sherri Ybarra introduced the item sharing with Board members developments in K-12 education include an update on Idaho's Mastery Based Incubator Schools and the Idaho State Department of Education's new Certification Look Up Tool.

Prior to beginning the presentation, Superintendent Ybarra shared with Board members Harold B. Lee Elementary school in the West Side School District and the Murtaugh Joint School District were both recently recognized nationally as Title I Distinguished Schools at the National Title I Conference in Philadelphia, PA for their efforts closing achievement gaps.

Superintendent Ybarra continued her presentation with an update to the Board on Idaho's Mastery Based Incubator Schools by sharing with Board members Idaho is leading the way, nationally, with regards to Mastery Based Education and that currently two other states are mirroring their Mastery Based programs after Idaho's. Superintendent Ybarra then invited the Director of Certification and Professional Standards for the Idaho State Department of Education (ISDE) Ms. Lisa Colon Durham to share with Board members ISDE's new online Certification Lookup Tool.

Ms. Colon Durham begins by sharing with Board members ISDE Certification staff and IT Department designed the Certification Lookup Application to increase transparency and efficiency for school districts, educators, and the public. Ms. Colon Durham then walked Board members through the new website and how to access the information provided on the site.

Board member Soltman then commented the only two statuses listed during Ms. Colon Durham's presentation were valid or expired. He then asked how the site addresses a revoked status. Ms. Colon Durham the public site will show a revoked or pulled status and that only district access will show any disciplinary action taken.

There were no additional comments or questions from the Board.

2. Every Student Succeeds Act Consolidated State Plan
This item was moved to the end of the Planning, Policy & Governmental Affairs Agenda
3. Educator Certification - Praxis II Content Area Cut Scores

BOARD ACTION

M/S (Ybarra/Critchfield): To accept the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members the Praxis II – Subject Assessments have been selected as the State Board approved content area assessments and, at its October 19, 2017 meeting, the Board directed the Professional Standards Commission (PSC) to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes, as well as updated qualifying scores on the existing Praxis II assessments.

Board member Critchfield then asked how the cut scores are determined or developed to which the Idaho State Department of Education's Director of Certification and Professional Standards, Ms. Lisa Colon Durham responded the PSC has typically used the multi-cut score which has been developed by various states as a measure for what a teacher must know to be effective in the classroom, adding if the state does not adopt a multi-cut score then the PCS will review and determine the appropriate cut score.

Board member Scoggin then asked for clarification on why in the areas where Idaho deviates from the multi-cut score the score is lower. To this Ms. Colon Durham responded all areas that are lower are one (1) standard deviation below the mean and this was in place prior to using the multi-cut score. She continues these score for these standards is the result of one of two possibilities; the standard has not yet been reviewed by the PSC or the standard could have been reviewed by the PSC and the score was determined to be appropriate.

There were no additional questions or comments from the Board.

4. School Counselor Evaluation

BOARD ACTION

M/S (Ybarra/Atchley): To recognize that the evaluation model meets the requirements of IDAPA 08.02.02.120. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members Idaho does not currently have a single standardized job description or rubric evaluation for Idaho's school counselors and, as a result, many administrators are unclear on the roles and responsibilities of the school counselor. She continues that in order to meet the evaluation needs of school counselors, the Idaho School Counselors Association (ISCA) has created the Idaho School Counselor Job Description and Rubric Evaluation (Evaluation) to directly reflect and measure the roles and responsibilities of a school counselor. Based upon the American School Counselors Association (ASCA) National Model of best practices, the proposed Evaluation is the result of over four (4) years of workshops, feedback and support from practitioners, the Idaho State Department of Education (ISDE) and education stakeholder groups.

Board member Scoggin asked for information on who completes the evaluations to which Deputy Superintendent for the Idaho State Department of Education, Mr. Pete Koehler responded the evaluator is typically the principal at a smaller school or vice principal at a larger school.

There were not additional questions or comments from the Board.

5. Instructional Staff Certificate – Dance Endorsement

BOARD ACTION

M/S (Ybarra/Soltman): To accept the recommendation of the Professional Standards Commission to reject the creation of a dance endorsement and accompanying dance standards. The motion carried 7-1 with Dr. Clark voting nay.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item stating the item before the Board today relates to the endorsement for visual/performing arts and the creation of dance standards and a dance endorsement. She continues the Professional Standards Commission (PSC) convened a team of stakeholders to review the teacher preparation standards and endorsements for visual/performing arts March 10-11, 2016, and continued to review and consider the creation of a dance endorsement up until its September 14-15, 2017 meeting where the PSC determined the final decision to accept or reject the dance endorsement should be made by the Board.

Board member Critchfield requested a summary leading up to the PSC decision to which the Director of Certification and Professional Standards for the Idaho State Department of Education, Ms. Lisa Colon Durham responded the PSC was not able to arrive upon a

consensus for this endorsement and how the endorsement could potentially effect rural school districts and that three (3) of the 18 PSC members were in favor of adding the endorsement, the rest were not.

Board member Clark then shared with the Board her own experience while Superintendent of the West Ada School District when trying to hire dance instructors for the district's magnet art schools and how a lack of a dance endorsement forced her to hire a professional and pay them as a classified employee which she felt to be unfair to the other instructors. Dr. Clark added if school districts choose to offer students the option to attend an art school they are challenged under the current certification process to find qualified individuals and pay them appropriately. Board member Critchfield then asked Ms. Colon Durham if any of these examples were shared with the PSC during their discussions to which Ms. Colon Durham responded in the affirmative. Board member Critchfield then asked if the reason for not adding a dance endorsement was to serve more rural and less urban areas of the state to which Ms. Colon Durham responded somewhat, however, a majority of the discussion centered around the need for this endorsement statewide.

Board member Scoggin then commented the information provided in the Board materials indicated an individual with a K-8 All Subjects Humanities Endorsement is able to teach dance, however, the Board material also includes a letter from an educator with a K-8 Endorsement stating she is prohibited from teaching dance. Ms. Colon Durham responded the individual in question had an out-of-state dance endorsement, which Idaho does not offer, and that Idaho's interstate reciprocity agreement requires an individual to choose an endorsement that most closely matches the requested endorsement from out of state. Board member Scoggin then asked if this individual were to obtain an Idaho K-8 All Subjects Humanities Endorsement they could teach dance, to which Ms. Colon Durham responded in the affirmative.

There were no additional questions or comments from the Board.

At this time Board members moved to go in to Executive Session.

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 8-0.

Board members entered in to Executive Session at 4:40pm (MST).

M/S (Hill/Critchfield): To go out of Executive Session. The motion carried 8-0.

Board members exited Executive Session at 5:48pm (MST) and recessed for the evening.

Thursday, February 15, 2018 8:00 a.m. (MST), Boise State University , Student Union Building Simplot Ballroom, Boise, Idaho.

Board President Dr. Linda Clark presided and called the meeting to order at 8:00am (MST) for regularly scheduled business. There were two (2) participant for Open Forum.

OPEN FORUM

Mr. Allen L. Humble addressed the board regarding the Boise State University (BSU) Football Coaches Compensation packages. Mr. Humble stated both nationally and locally attendance at University football games has been down year over year and there is no indication of this trend stopping and questions, from an economic standpoint, how pay packages for football coaches are up when gate revenues are down. Additionally, Mr. Humble shares with the Board his concerns over the signage located at the corner of BSU's football stadium parking lot that is monitored with the Wells Fargo logo, adding hhe has reported this on three (3) different occasions to senior administration at BSU and finds it odd for BSU to continue their partnership between the university and Wells Fargo based on the banks recent behavior.

There were not questions or comments from the Board.

Mr. D. Sterling Blackwell of the Educational Theater Association – Idaho Chapter, addressed the Board to encourage members to consider changing the Theater Endorsement to a K-12 endorsement versus the current segregated endorsement.

There were not questions or comments from the Board.

CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Soltman): To approve the consent agenda as presented. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Audit

1. Appointment of Johanna Hale to Audit Committee

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Johanna Hale as a non-Board member of the Audit Committee for a three (3) year term commencing February 15, 2018. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Instruction, Research and Student Affairs (IRSA)

2. WWAMI Admissions Committee Appointment

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Cynthia Robison Hayes to the Idaho WWAMI Admissions Committee effective July 2018. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Planning, Policy and Governmental Affairs (PPGA)

3. Institution President Approved Alcohol Permits Report
This item was provided in the agenda materials as an information item.

State Department of Education (SDE)

4. Professional Standards Commission – Emergency Provisional Certificates

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve one-year emergency provisional certificates for Kristina Westbrook, Shelbi Morrison, Shanna Lee, Rachelle Paxman, Rebecca Kehn, Rachelle Mueller and Danielle Mitchell to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried 7-0. Superintendent Ybarra was absent from voting.

5. Professional Standards Commission – Boise State University, Proposed Special Education Director Endorsement Program

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation to conditionally approve the Special Education Director endorsement program offered through Boise State University. The motion carried 7-0. Superintendent Ybarra was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

7. 2018 Legislative Update

BOARD ACTION

M/S (Critchfield/Westerberg): By unanimous consent to support H0504 establishing a loan assistance program. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item and then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent to present her update to the Board.

Ms. Bent begins the update by sharing with Board members an accounting of the bills introduced as part of the Board's legislative agenda that have seen changes since the agenda materials were issued;

- H0365 Liquor Account, Community Colleges – passed House, referred to Senate Education Committee;
- H0366 Worker's Compensation, Public Employment - reported out of Senate with a Do Pass Recommendation and filed for a second reading;
- H0367 Education, Resident Student – held in committee;
- S1210 Eastern Idaho Technical College – passed Senate, sent to House and reported out of committee with a due pass recommendation, filed for third reading on Senate floor;
- S1211 Education, Professional Standards – waiting for hearing;
- S1212 Education, Career Technical – passed Senate with a Due Pass Recommendation and referred to House;
- S1221 College Credit Transfer – passed Senate Education Committee with a Due Pass Recommendation and filed for a Second reading on the Senate Floor;
- S1222 Career Technical Education Funding – passed House and Senate Education Committees and filed for a third reading on the Senate Floor;
- S1279 Idaho Opportunity Scholarship – introduced and awaiting hearing in Senate Education Committee;

Ms. Bent then shares with Board members that in addition to the bills introduced as part of the Board's legislative agenda, Representative Sally Toone from District 26 has introduced H0504 Educator Loan Assistance Program to establish an educator loan assistance program and has asked Board members to consider supporting this bill. Board member Clark then asked if H0504 is in response to the teacher pipeline issue to which Ms. Bent responded the intent of the bill is to help school districts in rural areas to recruit teachers and that as written, the loan assistance would be applied on an annual basis

after service. Board member Critchfield then asked how this bill differs from previous versions to which Ms. Bent responded this version is a simplified version of previous bills.

Ms. Bent continued her update by sharing with Board members Senator Steven Thayne from District 8 has introduced an Advanced Opportunities Bill, separate from S1293 introduced by the Governor's Office and supported by the Board, to provide sideboards of the application of fast forward funds towards dual credit courses, however, Senator Thayne's bill does not reference general education core courses but does require courses to be 100 level or higher and credit bearing and requires the work on the part of the student to understand how any courses taken after the student has earned 15 credits would apply to their education goals. Board member Soltman asked if Senator Thayne's bill addresses the requirement for GEM courses to which Ms. Bent responded the reference to GEM courses was removed and replaced with a reference to 15 credits in exploratory courses instead.

Ms. Bent continues that Senator Dean Mortimer from District 30 has introduced a School Turnaround Act, in part based upon a grant the Board received for the University of Idaho to research school turnaround, which is much more specific. Ms. Bent states the bill has been introduced but has not had a hearing yet.

Dr. Clark then asked if Senator Thayne's bill would amend or replace S1293 to which Ms. Bent responded the initial hope was Senator Thayne's bill would address some of the same issues in S1293 and that while some clean up has been done, it is not known if the Governor's office would still move forward with S1293 but the assumption is they would not.

The Board's Executive Director, Mr. Matt Freeman then shared with Board members S1221 to amend and add to existing law to establish provisions regarding the transfer of college credit codifies existing Board policy with a few other changes to address what has been a recurring issue for a number of years. Mr. Freeman continued that when the Board had opportunity to work with institutions there were very valid reasons why a transfer could not occur, however, this continues to be a concern for policy makers and the legislation brought forward last session was not particularly friendly and S1221 was drafted in response to negotiations with legislators. Dr. Clark then asked if there would be a conflict between the two bills to which Ms. Bent responded there would not be a conflict noting this is the Board's bill that the Board had previously seen the language of and approved, however, there are some additional requirements not in the Board's current policy requiring notification to the student and annual reporting to the Board.

At this time Spt. Ybarra joined the meeting.

Finally, Board member Atchley requested clarification on H0422, asking what is included in the list of items not to be prohibited to which Ms. Bent responded the purpose behind H0422, introduced by Representative Heather Scott from District 1, is to prohibit the institutions from restricting speech on campuses.

There were no additional questions or comments from the Board.

8. State Board of Education - 2019-2024 (FY20-24) K-20 Education Strategic Plan

BOARD ACTION

M/S (Critchfield/Atchley): To accept the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item reminding members the strategic plan is used by the Board and staff to prioritize statewide education initiatives as well as the work of the Board staff and, once approved, the institutions and agencies under the Board will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April. Ms. Critchfield then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to present the 2019-2024 Strategic Plan to the Board.

Board member Critchfield shares with Board members the PPGA Committee has worked to reduce the Board's Strategic Plan to a total of three (3) goals and to reduce the number of performance measures for each goal that will now be included as an addendum to the Strategic Plan.

Board member Scoggin then requested clarification on the benchmark listed under VIII. Percent cost of attendance (to the student), commenting the benchmark is listed as less than 4%, but asks less than 4% of what. The Board's Director of Research, Mr. Carson Howell, responded this is in relation to the peer institutions and is the cost to the student's less than what the peer institutions are charging by 4%. Board member Scoggin then asked who are the peer institutions, to which Mr. Howell responded each of Idaho's institutions have peer institutions they have identified and it would be these institutions the benchmark for the cost of attendance to the student to be less than 4% of the cost. At this time the Board requested the benchmark language for this item be changed to *"less than 96% of the average cost of the peers"*. Board member Scoggin then asked how frequently attainment of these numbers will be reviewed to which Board member Clark responded annually in October, however, the Board has the option to review this information more frequently.

Board member Scoggin then asked if Goal 3 Objective B Medical Education rises to the same level as the other goals of the Strategic Plan. Dr. Clark responded the work of the Idaho Department of Labor and Workforce Development Council has shown health care to be the number one job for the future and that policy makers have invested a great deal in to creating these jobs and it is the desire of the Board to be consistent with this. Additionally, Ms. Bent commented the state requirement regarding both the strategic plan and performance measure reporting are tied in part to the budget and specific budget areas under the Board and if these items were not incorporated in to the Board's Strategic Plan a separate strategic plan would be required for each. Ms. Bent then commented on

the cadence of the reporting cycle, noting the annual reporting to the Board occurs in October due in large part because this is the earliest institutions are able to finalize their budgets, audited financial reports and enrollment numbers.

Board member Soltman then recognized the work of the PPGA members and staff, specifically Board member Critchfield and Ms. Bent on their work forming the Board's Strategic Plan.

Board member Westerberg also expresses his appreciation for the efforts creating the Board's Strategic Plan, however, still felt the plan contained too many key performance measures and that the Board needs to coalesce around what is truly important in terms of performance measures.

There were no additional questions or comments from the Board.

9. Higher Education Task Force Recommendations – Implementation Progress
This item was provided in the agenda materials as in information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item reminding the Board that during the October 2017 regularly scheduled meeting, the recommendations of the Governor's Higher Education Task Force (Task Force) were assigned to the Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). Each of the committees were then asked to prioritize their assigned recommendations and bring these recommendations to the Board for consideration at the December Board meeting where the Board approved the prioritization recommendations as submitted. Ms. Critchfield then invited the committee chairs to provide an update to the Board on the implementation progress being made by each of the standing committees.

Beginning with the PPGA Committee, Board member Critchfield shared some of the items assigned are currently being and will need to be addressed through the rule making process and will be brought back to the Board in the spring. Ms. Critchfield continues the PPGA Committee was also assigned the responsibility of the recommendations pertaining to College and Career counseling and advising and that the committee will focus on the counseling piece and how to better support students. She then adds this item was a topic of discussion at the February Student Advisory Council meeting and how to better support students both academically and socially/emotionally. Board member Clark added the Student Advisory Council was developed as a mechanism to expand the student voice to the Board and have instituted a process where the Presidents of the student organization from each institution will meet with Board officers prior to every other Board meeting, beginning with this first meeting in February. Dr. Clark continued members of the Student Advisory Council will have an opportunity to review the Board materials for each meeting and provide feedback at the council meeting.

Board member Hill continued the discussion with an update to Board members on the IRSA Committee recommendations sharing that on January 31st the institution provosts along with the Board's Chief Academic Officer, Dr. Randall Brumfield, and Board members Hill and Clark met to discuss Guided Pathways and Complete College America (CCA) Game Changers. Dr. Hill shares this meeting was very productive and the institutions are committed to moving forward with the CCA Game Changers. Also discussed during this meeting were the recommendation for a Prior Learning Assessment, Common Course Numbering and unification of GEM courses to be easily and readily transferrable.

The final update came from the BAHR Committee where committee chair, Mr. Richard Westerberg, shared that in response to the recommendation for an Outcomes Based Funding (OBF) model, the BAHR committee is in the process of forming a technical committee comprised of eight (8) members, one from each institution, to oversee this recommendation. Regarding the recommendations to consolidate back office functions and to increase student scholarship funding the BAHR committee is currently waiting upon legislative approval prior to moving forward on these two items.

Board member Clark then asked for information on when the OBF committee would be formed to which Mr. Westerberg responded within the next two weeks.

There were no additional questions or comments from the Board.

10. Public Schools Accountability – Trajectory Growth Model

BOARD ACTION

M/S (Critchfield/Soltman): To approve the ISAT growth toward proficiency model, calculating a three year growth trajectory for use in the state accountability system. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item sharing with Board members approval of the growth toward proficiency trajectory will allow the Idaho State Department of Education (ISDE) to calculate Idaho Standards Achievement Test (ISAT) growth toward proficiency starting with the 2017-2018 school year for the state accountability system. Ms. Critchfield then invited ISDE Director for Assessment and Accountability, Ms. Karlynn Laraway, to present the trajectory growth model to the Board.

Ms. Laraway begins by sharing with Board members Idaho's new vision for accountability is to share clear, understandable data about school performance using a variety of indicators as outlined in IDAPA rule 08.02.03.112 and that these indicators will also be used in the state's Every Student Succeeds Act (ESSA) Plan to identify the lowest performing schools in need of additional support.

Ms. Laraway continues the K-8 School Indicator lists Idaho Standards Achievement Test (ISAT) growth toward proficiency based on a trajectory model approved by the State Board of Education and this is appropriate to use when an assessment has a vertical scale, which the ISAT assessment does.

Board member Soltman then asked if this methodology will be accepted by the Federal review to which Ms. Laraway responds in the affirmative, adding growth calculations for students are widely used and have a long history in state accountability systems.

There were no additional questions or comments from the Board.

At this time the Board addressed Item 2 from the State Department of Education Agenda.

2. Every Student Succeeds Act Consolidated State Plan

This item was moved to the end of the Planning, Policy & Governmental Affairs Agenda

BOARD ACTION

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

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding members the Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan on August 10, 2017, and the plan was submitted to the U.S. Department of Education (USDOE) on September 16, 2017. She then stated on December 28, 2017, representatives from the Idaho State Department of Education (ISDE) and the Board joined USDOE representatives on a conference call to receive feedback on the submitted plan where the USDOE shared their desire to see several technical corrections and additional detail added to Idaho's state plan, specifically the N-size for school accountability, how the student engagement survey would be used in identification of schools, and how Idaho would ensure that both the achievement indicator and other academic indicators would be used for identification for every school. Representatives from ISDE and the Board have collected feedback on these items and made the necessary technical edits to the ESSA Plan. Superintendent Ybarra then stated the revised "redline" version of the ESSA Plan was finalized for approval by the Board on January 29, 2018 and that approval by the Board today will allow for the plan to be resubmitted to the USDOE.

Board member Critchfield asked if modifications to the ESSA Plan included the removal of the extended graduation rate to which ISDE Director for Assessment and Accountability, Ms. Karlynn Laraway responded the 4-year cohort graduation rate includes those students who graduate prior to the beginning of the following school year as well as summer graduates. Board member Critchfield then asked if this was allowable

to which Ms. Laraway responded ISDE will report on a 5-year cohort as outlined in the accountability plan for both traditional and alternative high schools.

There were no additional questions or comments from the Board.

At this time the Board addressed Item 11 from the Planning, Policy & Governmental Affairs Agenda.

11. Master Educator Premium – West Side School District Request for Local Model

BOARD ACTION

M/S (Critchfield/Westerberg): To approve West Side school district local Master Educator Premium Plan as outlined in Attachments 1 and 2. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item sharing with Board members the plan before the Board today was developed by the West Side School District and Board approval of the plan would allow the West Side School District to evaluate and approve instructional staff for the Master Educator Premium at the local level. Ms. Critchfield then invited West Side School District Superintendent, Mr. Spencer Barzee, to present the plan to the Board.

Mr. Barzee begins by sharing with Board members the Master Teacher Premium is a great benefit to teachers and students and when done properly will increase student achievement and improve relationships between students, teachers, and the community and that receipt of the premium will increase an educator's retirement by 4.7% and salary by almost 10%.

Mr. Barzee continues the West Side School District model proposed minor modifications to standards 1 and 3 and adds an additional standard focusing on the use of effective technology.

Board member Hill then asked Mr. Barzee what factors drove the decision to modify the existing standards to which Mr. Barzee responded the modifications to standard 1 were in response to the school communities need to stay focused on local priorities, modifications to standard 3 were in response to the school district's need to support teachers to be personally and actively involved in a student's learning, and finally the addition of standard 5.9 is in response to continuing to support the West Side School Districts utilization of technology in education.

Board member Westerberg then shared with Board members the West Side School District is within his home county and that his is familiar with the districts efforts and has found them to be an innovative, creative district with a clear view of where they are headed.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Boise State University – Employment Agreements for Seven Men’s Football Assistant Coaches

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Boise State University to enter into employment agreements with the following assistant coaches for its football team: Andrew Avalos, Defensive Coordinator; Zachary Hill, Offensive Coordinator; Kent Riddle, Special Teams Coordinator; Bradley Bedell, Assistant Coach; Gabriel Franklin, Assistant Coach; Chad Kauhaaha, Assistant Coach; and Eric Kiesau, Assistant Coach; as presented in the attached documents. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg introduced the item sharing with Board members the proposed employment agreements meet the Board Policy requirements for single-year and multiple-year coach contracts and Board approval is required because the maximum annual compensation for each position is equal to or greater than \$200,000. Mr. Westerberg then states the salaries will be funded out of revenues from the sports program and the agreements are in conformance with the Board approved template.

There were no questions or comments from the Board.

2. Boise State University – Multi-Year Coach Contract for Men’s Baseball Head Coach, Gary Van Tol

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Boise State University to enter into a 4-year 5-month employment agreement with Gary Van Tol, as head coach for the Boise State baseball team, as proposed. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg introduced the item sharing with Board members the proposed employment agreement is longer than three years and therefore requires Board approval. He then invited the Chief Operating Officer, Vice President and Special Counsel for Boise State University, Mr. Kevin Satterlee to review the agreement and answer any questions from the Board.

Mr. Satterlee reports the length of the contract term is due to the offer of employment being made during the middle of the year and expiring at the end of the baseball season.

Additionally, Mr. Satterlee states the first two years of employment will involve building the team and program and that during this time Mr. Van Tol would not be eligible for the incentives provided for in the employment agreement.

There were no questions or comments from the Board.

Section II – Finance

1. Board Policy V.B. Budget Policies – Second Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the second reading of the proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item reminding Board members this is the second reading of the proposed amendments to Board policy V.B. and that there have been no changes from the first reading to now.

There were not questions or comments from the Board.

2. Board Policy V.E. Gifts and Affiliated Foundations – Second Reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the second reading of the revisions to Board policy V.E. and use of associated affiliated foundation agreement template, as presented in Attachments 1 and 2, respectively. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item reminding Board members this is the second reading of the proposed revisions to Board policy V.E. and use of associated affiliated foundation agreement template and that there have been no changes from the first reading to now.

There were no questions or comments from the Board.

3. University of Idaho – WWAMI Medical Education Building Renovations Project

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by the University of Idaho to implement the bidding and construction phases of the capital project to improve and expand the former Business Technology Incubator facility in support of the WWAMI Medical Education Program, for a total cost of \$4,120,000 as described in the materials presented. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item. He then invited University of Idaho Vice President for Finance, Mr. Brian Foisy to present the item to the Board as well as answer any questions.

Mr. Foisy states the request before the Board today is to move the improvement and expansion of the former Business Technology Incubator facility in support of the WWAMI Medical Education Program from the planning and design phase to the bidding and construction phase. Mr. Foisy continues the need for this project comes from the increase of 20 available seats to 40 available seats and the change from a 12 month curriculum to an 18 month curriculum.

There were not questions or comments from the Board.

At this time the Board took a 15 minute break, returning at 9:45am.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)

Prior to the Instruction, Research and Student Affairs (IRSA) agenda, Dr. Clark took a moment to express the Board's condolences for the families of the victims of the Marjory Stoneman Douglas High School shooting in Parkland, Florida and shared the Board will review school safety at the regularly scheduled Board meeting in April.

1. Higher Education Research Council Annual Report

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item sharing with Board members the Higher Education Research Council is a subcommittee of the IRSA Committee and is charged with the oversight of higher education research in Idaho. Dr. Hill then invited Chairman of the Higher Education Research Council (HERC), Dr. Mark Rudin to present the council's annual update to the Board.

Dr. Rudin begins his update but sharing HERC membership is comprised of the Vice Presidents of Research for Idaho's three universities and Dr. Lori Stinson from Lewis-

Clark State College as well as industry partners. Dr. Rudin continues the mission of HERC is to strengthen the research capabilities of Idaho's public 4-year institutions and contribute to the economic development of the state of Idaho. He then provides the Board with an update on HERC's FY18 Initiatives beginning with HERC's Research Infrastructure. Dr. Rudin shares these are funds totaling \$825,000 for FY18 that are allocated to each of Idaho's three universities as well as Lewis-Clark State College to help fund research infrastructure such as graduate assistants, equipment and personnel. Dr. Rudin continues HERC's Incubation Fund Grant Program is an initiative developed to fund projects for researchers at Idaho's institutions to partner with industry on and that in FY18 this initiative funded seven (7) projects totaling \$435,000. Mr. Rudin adds this is a competitive process with the expectation for researchers to present their results to HERC on an annual basis. The final initiative Dr. Rudin shared with the Board is the HERC IGEM program which was designed to build the research capacity of Idaho's universities while still focusing on individual research projects.

In addition to the FY18 initiatives, Dr. Rudin shared with Board members an update on the FY17 Idaho Conference on Undergraduate Research where 42 participants from 66 institutions and organizers attended as well as an update on the Center for Advanced Energy Studies (CAES) facilitating 76 students from Idaho's universities to intern at the Idaho National Laboratory.

Board member Hill then comments the undergraduate research supported by HERC includes the social sciences in addition to scientific pursuits.

There were no additional questions or comments from the Board.

2. National Governor's Association Work-Based Learning Policy Academy

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. He then invited the Administrator for Idaho Career and Technical Education, Mr. Dwight Johnson to present the details of the National Governor's Association (NGA) Work-Based Learning Policy Academy to the Board.

Mr. Johnson begins by sharing with Board members Idaho is one of six states selected for participation in the NGA Work-Based Learning Policy Academy and that each selected state received a grant of \$80,000 for its participation in the policy academy intended to provide support to the commitment shared by education, workforce, and legislative stakeholders to strengthen and scale work-based learning as part of the state's strategy to build a skilled workforce aligned with industry needs. Mr. Johnson continued three specific initiatives of the Academy include vision and communication, data and measurement, and resource and policy. Additionally, recipients are required to host a Governor's Summit on Work Based Learning as part of the grant and ICTE is currently working on finalizing the details for this summit.

Board member Hill then commented Idaho's participation in the NGA Work-Based Learning Policy Academy is an outgrowth of the Workforce Development Taskforce

where one of the recommendations was to value all pathways to career including work-based learning pathways and that Idaho should value all mechanisms to career and build an across government approach to career and not just an educational approach.

There were no additional questions or comments from the Board.

3. Common Course Indexing Report

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. He then invited the Board's Chief Academic Officer, Dr. Randall Brumfield to share with the Board an update on Board staff's work with General Education Matriculation (GEM) discipline groups and the Council on Academic Affairs and Programs (CAAP) to develop a common indexing convention for a core set of curricula within the GEM framework.

Dr. Brumfield begins by sharing with Board members that Board staff has identified approximately 50 courses offered at most, if not all, institutions across the state that would be eligible for a common indexing convention for a core set of curricula within the GEM framework and institutions have been asked to do whatever is needed in terms of their planning processes to implement common course indexing by the 2019-2020 academic year. Dr. Brumfield continues the courses are to be identified by number, course name and academic area by this time next year for printing of the 2019-2020 academic year catalogues.

Board member Hill comments the Board's work developing common course indexing supports the Board's goal of systemness by building something more uniform and commends the institutions for their support.

Board member Critchfield then commented this is one more element making it easier for parents and students to understand dual credit offerings and how dual credits will transfer to Idaho's higher education institutions.

Dr. Brumfield then shares with the Boards the IRSA Committee intends to develop policy to insure this policy will remain.

Board member Atchley then asked if IRSA plans to continue this process long term across major courses and upper division level courses to which Dr. Brumfield responded this has not been explored in detail at this time but can be explored down the road. Board member Atchley then commented if the Board's plan is to make all education at all levels accessible to all students across the state than a consistent and clear K-20 course identification should be a long term goal.

There were no additional questions or comments from the Board.

4. Postsecondary Guided Pathways Planning Report

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. He then invited the Board's Chief Academic Officer, Dr. Randall Brumfield to share with the Board an update on the Board's progress toward the implementation of Guided Pathway strategies.

Dr. Brumfield begins by sharing with Board members on January 31, 2018 chief academic officers, Complete College America (CCA) and two Board members convened at Boise State University to develop a statewide action plan for moving forward with strategies outlined in the Guided Pathways recommendation approved by the Governor's Higher Education Task Force and adopted by the Board. The recommendations from this convening included development of metamajors and focus fields across the State, a dual credit policy that is meaningful towards a student's progress, outreach and intervention and the development of a student intervention strategy for assessing effectiveness, timely completion and the development of strategies and goals to encourage students to complete 30 semester hours each year, and finally adult learning accessibility.

There were no questions or comments from the Board.

5. Boise State University – Online, Bachelor of Arts in Public Health

BOARD ACTION

M/S (Hill/Critchfield): To approve the request by Boise State University to create a new online program that will award Bachelor of Arts in Public Health in substantial conformance to the program proposal submitted as Attachment 2. The motion carried 8-0.

AND

M/S (Hill/Westerberg): To approve the request by Boise State University to designate an online program fee for the Bachelor of Arts in Public Health in the amount of \$344 per credit in conformance with the program budget submitted to the Board in Attachment 2. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. Dr. Hill stated the program will be offered wholly online and will operate under the fee guidelines in Board Policy as they pertain to wholly online programs. Dr. Hill then invited Boise State University (BSU) Professor and Vice Provost for Academic Planning, Dr. James Munger, Provost and Vice President for Academic Affairs Dr. Martin Schimpf and Department Chair of Community and Environmental Health Dr. Lillian Smith to present BSU's proposal to Board members as well as answer any questions from the Board.

Dr. Munger begins by sharing the proposed program will focus on developing skills in collaborative leadership, quantitative literacy, and public health analysis to enable graduates to develop the knowledge base, analytic abilities, catalyst thinking and interpersonal skills needed to become a promoter of positive social change. Dr. Munger continues the program's size will be scaled to demand for the program and that BSU projects the program will reach a size of 292 students by the sixth year, graduating approximately 78 students per year once the program is up and running.

Board member Clark then asked why online courses cost more than face to face courses, sharing this was a topic of discussion during the February Student Advisory Council meeting. Dr. Schimpf responded online courses have a lot of upfront costs and over time those are emulated, especially if the program scales and by scaling these programs appropriately it is entirely possible to reduce the cost of the program or use the net gain to further develop the program. Dr. Schimpf acknowledges a savings in the use of facilities because online students are not on campus, however there are other additional costs associated with online programs that you do not have with face to face programs, one of which being the marketing cost in the first five (5) years. Board member Clark then asked if BSU has any history of online fees being reduced to which Dr. Schimpf responded in the negative, stating technology costs continue to increase and not decrease. Dr. Clark then commented that one of the recommendations of the Governor's Higher Education Task Force is for the creation of an online delivery model that would reach the entire state and the supposition is this could be done at a reduced cost, however, she now wonders how sound that idea is based on the statements provided today. Dr. Schimpf commented it is plausible to believe that if/when all institutions in Idaho are delivering a suite of online programs the savings of a common system would be anywhere from nothing to significant and that one factor to consider would be for the State to design a system itself versus hiring a company that would then charge per student using system. Dr. Munger adds instructional costs are a key aspect of the cost for online programs and section sizes for online programs are to remain small if they are to have the interactive component.

Board member Critchfield then asked how marketing of an online course differs from any other course to which Dr. Schimpf responded in order for online programs to scale and be self-supporting institutions must rely on pulling in students from across Idaho and the country and this is where marketing comes in to play.

Board member Scoggin then commented it would be helpful for future online program proposals to have more context behind the fee and wonders if the Board could create a template or document to help institutions show the Board how they arrived at a program's cost.

Board member Westerberg then commented the Board's approach in the past has been the market will eventually dictate what the price needs to be, however, with the other issues surrounding this topic, especially in-state students being charged the same as out-of-state students, the Board needs to do more work around how these courses are priced.

Board member Hill then asked who would be the target audience for this program to which Dr. Smith responded non-traditional students with some college experience or possibly board certified through a community college who are interested in promoting social change in their community, non-profit work, and customer service positions in health and healthcare.

Board member Atchley then shared her concern that a part of the fee for a new program has to go to marketing commenting this is adverse to what the Board should be doing which is analyzing a market before going in to a new program to insure adequate need for a course to meet existing market demands. To this Dr. Schimpf responded the overriding philosophy behind BSU's investment in and development of its eCampus is about access and that the institutions have been asked by the Board to develop online programs, especially for rural access but, online programming is expensive upfront and must have enough students to justify the cost and the only way to achieve a program's breakeven point in an acceptable amount of time is for institutions to reach out to and attract students beyond Idaho.

There were no additional questions or comments from the Board.

6. Board Policy III.S. Remedial Education – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of proposed amendments to Board Policy III. S. Remedial Education as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item sharing with Board members the proposed amendments would update the Board's existing policy on remediation to better align with changes identified by Complete College America (CCA) to help with implementation and student support.

There were no questions or comments from the Board.

7. Board Policy III.Z. Delivery of Postsecondary Programs – Second Reading

BOARD ACTION

M/S (Hill/Critchfield): To approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item reminding Board members of the discussion at the August 2017 regular Board meeting as to whether the plan was still meeting its intended goal for program planning. Dr. Hill then stated the proposed amendment before the Board today

to move the planning document from five years to three years is an effort to provide the Board with a better understanding of where institutions are aligning their focus with regard to postsecondary programs.

There were no questions or comments from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Hill/Critchfield): To adjourn the meeting at 10:57 pm (MST). The motion carried 8-0.