



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

Wednesday February 14, 2018, 10:00 a.m.

BOARDWORK

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Progress Report and Tour

WORK SESSION

PPGA

1. Connecting Education to Workforce
 - Idaho Technology Council
 - Treasure Valley Educational Partnership

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Idaho Digital Learning Academy - Annual Report
3. Idaho Bureau of Educational Services for the Deaf and the Blind Annual Report
4. Idaho Public Charter School Commission – Annual Report
5. Teach for America Update
6. Apply Idaho Update

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
2. Every Student Succeeds Act – Consolidated State Plan Amendments
3. Educator Certification - PRAXIS II Content Area Cut Scores
4. School Counselor Evaluation
5. Instructional Staff Certificate – Dance Endorsement

EXECUTIVE SESSION – Closed to the public

1. 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 February 15, 2018, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA

AUDIT

1. Audit Committee Member Appointment

IRSA

2. WWAMI Admissions Committee Appointment

PPGA

3. Institution President Approved Alcohol Permits

SDE

4. Emergency Provisional Certificates
5. Boise State University; Proposed Special Education Director Endorsement Program

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

7. 2018 Legislative Update
8. State Board of Education Strategic Plan
9. Higher Education Task Force – Implementation Update
10. Public Schools Accountability – Trajectory Growth Model
11. Westside School District – Master Teacher Premium Plan

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Boise State University - Multi-Year Employment Agreements – Seven (7) Men’s Football Assistant Coaches
2. Boise State University - Multi-Year Employment Agreement – Baseball Head Coach

Section II – Finance

1. Board Policy - Section V.B. – Budget Policies – Second Reading
2. Board Policy V.E. - Gifts and Affiliated Foundations – Second Reading
3. University of Idaho - WWAMI Medical Education Building Renovations Project

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Higher Education Research Council Annual Report
2. National Governors Association Work-based Learning Initiative
3. Common Course Indexing Report
4. Postsecondary Guided Pathways Planning Report

5. Boise State University – Online, Bachelor of Arts in Public Health
6. Board Policy III.S. Remedial Education – Second Reading
7. Board Policy III.Z. Delivery of Postsecondary Programs – Second Reading

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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1. Agenda Approval

Any changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move 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.

3. Rolling Calendar

BOARD ACTION

I move to set February 13-14, 2019 as the date and Boise State University as the location for the February 2019 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
December 20-21, 2017
College of Southern Idaho
Herrett Center
315 Falls Avenue
Twin Falls, Idaho**

A regularly scheduled meeting of the State Board of Education was held December 20-21, 2017 at the College of Southern Idaho in Twin Falls, Idaho.

Present:

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

Andrew Scoggin
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Wednesday, December 20, 2017

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1. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the minutes from the October 19-20, 2017 Regular Board meeting, the November 15, 2017 Special Board meeting, and the December 5, 2017 Special Board meeting. The motion carried 8-0.

2. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Soltman): To set December 19-20, 2018 as the date and the College of Western Idaho as the location for the December 2018 regularly scheduled Board meeting. The motion carried 8-0.

3. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Hill): To approve the agenda as submitted. The motion carried 8-0.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

A. Board of Education Strategic Plan

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

BOARD ACTION

(Westerberg): To remove the definition of Idaho's Public Education System, as stated, from the Board's Strategic Plan. The motion passed by unanimous consent.

AND

(Critchfield): To accept the system-wide performance measures listed on Tab A Page 21 of the Board materials. The motion passed by unanimous consent.

The Board met at the College of Southern Idaho (CSI) Herrett Center in Twin Falls, Idaho. Board President Dr. Linda Clark called the meeting to order at 1:00 pm (MST).

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Vice President and Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the work session item reminding members the Board is scheduled to review and approve its Strategic Plan (Plan) annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. She continues elements of the Strategic Plan before the Board today include recommendations from the Governor's Higher Education Task Force and that once approved the institutions and agencies under the Board will use the Board's Plan to inform their annual updates to their own strategic plans. She then invites the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, and Director of Research, Mr. Carson Howell, to present the Board's Strategic Plan and answer any questions from the Board.

Ms. Bent shares with Board members the statutory framework for the Plan must include a mission and vision statement, goals, objectives tied to those goals and performance measures and benchmarks tied to the objectives. She continues the Board's overall Strategic Plan ties to the other strategic plans the Board considers each year and the strategic plans of the institutions, agencies and special health programs under the Board must be aligned to the Board's overall Strategic Plan. Ms. Bent then reminds Board members the Plans current framework, approved last year, includes three main Goals with the Board's objectives falling under one of these three main goals. She also reminds Board members this is the framework they are currently considering amending.

At this time the Board moved to a discussion on the Strategic Plan, beginning with a discussion around how to define Idaho's Public Education System within the Strategic Plan. Ms. Bent continues the proposed description of the Public Education System takes references out of the State Constitution and Code and identifies the agencies, institutions and special health programs under the Board's oversight and governance. Board member Westerberg then asks if in lieu of the proposed definition, a statement should be added to the Plan extracted directly from the State Constitution and Code to which Board member Critchfield responds perhaps a statement referencing the exact Article(s) of the State Constitution and Idaho Code could be added. Dr. Hill then asks for confirmation the Strategic Plan is a requirement of the Division of Financial Management (DFM) and not a performance plan measuring the effectiveness of the expenditure of funds. Ms. Bent responds the strategic plan requirement is a statutory requirement and DFM is charged with managing the process. She continues the Strategic Plan is tied to the budgeting process as well as identifying the Board to be good stewards of their public funding and responsibility. Dr. Hill then comments a large part of this Plan is bureaucratically useful for DFM and not a strategic plan in the typical sense, adding, as written, the Plan serves the role of satisfying the legislative intent and the need to follow up on that legislative intent. Mr. Westerberg responds with his agreement, however, he comments the Plan is also used by the institutions and agencies governed by the Board to direct their strategic plans and the more efficient the Board's Strategic Plan the better it is for these institutions and agencies while still satisfying the statutory and legislative requirements. Ms. Critchfield then asks if a citation referencing the Board's authority within the Idaho State Constitution and Idaho Code would be beneficial to which Ms. Bent responds this is something that could be referenced when describing Idaho's Public

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Education System rather than calling out each item. Board member Soltman then comments it is his understanding the references were specifically requested to be added to which Ms. Bent responds the request came from the discussion at the August Board meeting. She continues now that the Board has seen what the request would look like the Board must decide if the definition of Idaho's Public Education System should remain as is or be modified. Mr. Westerberg then requests unanimous consent to remove the definition of Idaho's Public Education System, as stated, from the Plan to which there was no objection.

Ms. Bent continues by sharing with Board members the next addition to the Plan was for a new Goal 1: Educational Attainment. She states this addition did not replace the Board's existing goals, but rather moved them down. Ms. Bent then shares the new Goal 1 is in response to the Governor's Higher Education Task Force (Task Force) recommendation to restate the 60% Goal, adding the PPGA committee chose to use the language from the Task Force recommendation as the definition for Goal 1. She continues the objectives under Goal 1 are tied to the Complete College America (CCA) Game Changers adopted by the Board and included in the Complete College Idaho (CCI) Plan. Dr. Clark adds adoption of the CCA Game Changers was a recommendation of the Task Force as well. Ms. Bent adds part of the discussion in the PPGA committee was to raise the CCA Game Changers to a higher degree to where they would be more visible than they are currently within the CCI Plan.

Mr. Westerberg then comments the performance measures tend to focus on tactics and practical issues and not strategic issues, and while these may be useful, they make the Plan less useful as a strategic plan. He continues one option would be to add a citation stating "the Board supports the CCA Game Changers and will measure them" rather than call out the individual measures of the plan. Ms. Critchfield responds the purpose of the discussion today is to review the Plan and make changes, if needed. Mr. Westerberg responds he would like to see the Board work backwards, beginning with determining a Goal's objective and then determining the number of performance measures needed to meet the objective. Dr. Clark then states the Plan, as currently drafted, was an attempt by the Board to be specific in how the Board would measure the CCA Game Changers. She continues if there is a way to be more succinct while still capturing the intent to measure the CCA Game Changers then the Board should do this. Ms. Atchley then comments the Plan, as currently drafted, appears to be more of a "dashboard" than an operable strategic document adding the Board may want to consider revising the Plan to include two or three overriding ideas of what the Board would like to do and how they want to accomplish these goals. She then comments the Plan, as currently drafted, covers a lot of material the Board should and needs to review regularly, but is not necessarily key to a good strategic plan and the current document is what is required of the Board to satisfy DFM.

Mr. Scoggin then asks the purpose for creating a strategic plan and if the purpose is to guide the Board on a multi-year direction or to respond to a legislative mandate for a certain type of report meeting their requirements. To this Ms. Bent responds the challenge for the Board is how to develop a strategic plan meeting the bureaucratic requirements while still being a meaningful document for the Board to meet its goals. She continues

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there are no requirements on the number of goals, objectives or performance measures adding these are at the discretion of the Board.

Dr. Hill then comments the document does include a strategic plan if the performance measures were to be removed to which Mr. Westerberg responds with the need to include some performance measures and a meaningful way to determine if the objectives are being met. Dr. Clark then comments a more succinct plan would reduce the burden on the institutions.

Mr. Scoggin then asks who the Plan's audience should be, state government or every parent and student in the state. To this Ms. Critchfield responds the Strategic Plan is for the Board and is intended to be an easily referenced document meant to guide Board members and aid in the decision making process. In response Mr. Scoggin states the Plan must be a clear and easily understood document with four to five strategic goals that drive the decisions of the Board and that the Board can organize around. He continues this may even require the Board to change the current committee structure to align with the established goals.

Board member Critchfield then asks if Board members are satisfied with the four Goals as stated; Goal 1: Educational Attainment, Goal 2: Well Educated Citizenry, Goal 3: Workforce Readiness and Goal 4: Educational System Alignment. There were no objections from the Board. Mr. Howell then shares with Board members Goal 1: Educational Attainment is tied to system wide measures and what institutions would be reporting on back to the Board and would include within their strategic plans. Ms. Bent then suggests the five (5) objectives listed under Goal 1 could be condensed into a single objective "*Timely Degree Completion through the Implementation of the Game Changers*" that would include one or two performance measures the Board could use each year to measure progress. She states this is a living document and the performance measures could be updated and added to as needed. Ms. Bent adds this is an opportunity for the Board to prioritize the CCA Game Changers, beginning with one to two the first year and adding more in subsequent years. She then states it has been the experience of the Board items that are called out and reported on are the items and initiatives that are implemented, versus just a simple statement of adoption or acceptance.

Mr. Scoggin then comments if the intent of the Board is to develop a true strategic plan then it must be a plan referenced each and every time and the Board is now discussing incorporating addendums to the plan. He then asks if this Board intends to be a more focused Board or more of a high level Board adding the current format is less strategy and more managerial and does this Board want to be a strategic Board that provides support and direction to agencies under them or more of a managerial Board. Finally, he shares his preference is for a more strategic Board but notes this changes the model of how the Board has been managed over the past many years.

Ms. Critchfield then comments the discussion today would indicate the Board is looking to develop a plan different than the current model. She then suggests the PPGA Committee could develop a second model that is more in sync with the comments received today and bring both versions back to Board at the February meeting for review

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and final discussion. Board member Scoggin then comments the information provided in the existing plan is extremely useful and the work before the Board is to determine how to make the plan a living, breathing document moving forward and how to make the plan work strategically. Dr. Hill then comments this could be achieved through linking the Plan's goals to the Board's Vision statement for an accessible, affordable, seamless public education system to which Dr. Clark asks if this captures the Board's Plan. She continues the Game Changers focus is on completion and the Board has spent a lot of time on completion and the three stated goals of the Board's Vision Statement to do necessarily capture completion. Ms. Atchley states "efficiency" would capture completion – timely completion, cost of completion, etc. Board member Scoggin then comments the goals ought to be achievement oriented and blended with the Vision Statement that will then drive the building blocks of the strategy.

Dr. Clark then comments one of the major recommendations of the Task Force was to rewrite the 60% Goal to include a target date of 2025. She then asks if the Board is in agreement with this new target. All Board members were in agreement.

Ms. Bent then reminds Board members of the statutory requirements for the Strategic Plan to include a mission and vision statement, goals, objectives tied to those goals and performance measures and benchmarks tied to the objectives. She then asks if it is the intent of the Board to develop two plans, one that meets the governmental requirements and a second, more condensed plan the Board can use to direct Board action and communicate the Board's goals. She continues these two plans would then be brought to the Board at the regularly scheduled Board meeting in February for final approval. Dr. Clark responds it is the intent of the Board to develop a strategic plan meeting the statutory requirement that could then be boiled down to an executive summary listing the Board's achievement oriented objectives. She continues the Plan would include three to four goals with one to two achievement oriented objectives. She then states this would require the Board to restate the Mission and Vision Statements to an active tense.

Mr. Scoggin then comments the discussion today is a new way of thinking about how this Board operates, of which the Strategic Plan is one element to which Ms. Bent responds conversations around the Strategic Plan often focus on performance measures because these are easier to focus on and understand. She continues the Board has historically struggled with how to keep the Strategic Plan focused while identifying and meeting a number of diverse interests.

Ms. Scoggin then asks if it were possible for the revisions to be shared with Board members in early January for review and comment to be submitted to the PPGA Committee prior to the February Board meeting to which the Board's Executive Director, Mr. Matt Freeman, responds if the Board were to work within the committee process to meet and provide input from each committee then this would maintain the integrity of the process. Ms. Bent adds feedback from each committee must be submitted to Board staff for compilation and review to remain within the requirements of open meeting laws and avoid a serial meeting where decisions could be made outside of an open meeting.

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At this time the Work Session continued with a discussion on Postsecondary System-wide Performance Measures. Ms. Bent introduces the item, sharing with Board members one of the items for discussion around the Board's Strategic Plan centered on system-wide performance measures. She continues by stating her reluctance to continue the discussion at the regularly scheduled Board meeting in February because the Board's action in this area will impact institutions strategic plans, adding any action in February will not allow enough time for institutions to develop and align their plans with the Board's final action.

Ms. Bent continues the proposed new system-wide performance measures are focused on the Complete College America (CCA) Game Changers, however, the direction from the Board at the regularly scheduled Board meeting in June was to look at using fewer measures. Ms. Bent then states that given the overall conversation today, she would not expect the Board to wordsmith the measures but to more broadly discuss if this is the direction they wish to go. She then asks the Board to determine which of the measures are the most important for the institutions to call out in their plans.

Ms. Critchfield then asks if the institutions were provided an opportunity to weigh in on the performance measures and what their final suggestions are to which Ms. Bent responds the Council on Academic Affairs and Programs (CAAP) provided a recommendation identifying one performance measure under each goal out of the existing strategic plan as the four system-wide measures. Mr. Howell adds the Institutional Research (IR) Directors also met to discuss how the institutions could collect and report on the performance measures requested under Goal 1 of the Board's Strategic Plan. Ms. Critchfield then asked how the recommendations for the IR Directors compared with those from CAAP to which Ms. Bent responded very differently sharing CAAP provided feedback based upon the existing Strategic Plan where the IR Directors reviewed the performance measures under Goal 1 of the Board's revised Plan. Ms. Bent then shares the Board chose to create system-wide measures to as a way to monitor how institutions were aligning to the Board's Strategic Plan. Dr. Clark then comments if these elements are making a difference then this is what the Board should be focusing on. Ms. Atchley comments the performance measures are not set in stone and if one is not as relevant as expected than it can be changed.

At this time Board member Critchfield requested unanimous consent to accept the system-wide performance measures listed on Tab A Page 21 of the Board materials. There were no objections from the Board.

At this time Mr. Howell continued with an annual update to the Board on the postsecondary outcomes of students participating in Idaho's dual credit program. He begins by sharing with Board members the largest growth is seen with students taking less than 10 dual credits, however, there is growth in the number of students earning more than 30 credits up to an Associate Degree. Mr. Howell continues the number of students graduating high school with an Associate Degree has increased from (34) in 2012-2013 to (126) in 2016-2017 and there has been an increase in students taking dual credit courses across all groups, however, a significant gap remains between those students who are free lunch eligible and those who are not, white students and minority

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students and male students and female students. Mr. Howell then states the data shows students who plan to go to college are taking advantage of the program early on and, that since the state has been paying for students to take dual credits there has been a dramatic increase in students participating overall, especially those who would have been less included to participate in they were to pay for dual credit out of pocket.

Mr. Howell continues students who earn dual credits are more likely to attend college in the fall following high school graduation compared to students who do not earn dual credits and the more dual credits a student earns in high school, the more likely they are to attend college. Mr. Howell then shares that from 2010-2011 college attendance rates have fallen for students who earn dual credits, however, this is likely related to the expansion of the dual credit program.

Ms. Critchfield then asks how much of this reporting is shared with Legislators to which Mr. Howell responds this report is shared with Legislators annually. Dr. Hill then stats of the three or four messages to share with legislators, this should be at the top of the report. Mr. Soltman then asks the amount paid by the State in 2017 for students to take dual credits to which Chief Deputy Superintendent for the Idaho State Department of Education, Mr. Pete Koehler responds \$13,000,000 of which \$7,000,000 was budgeted.

Finally, Mr. Howell shares with Board members the first year college retention rates of students earning dual credits in high school has been fairly stable over the years and that students with more dual credits are more likely to be retained in their first year of college.

At this time, Ms. Bent shares with Board members an update on the Board's Scholarship Programs. She begins by stating that under the reorganization of the Opportunity Scholarship, the Board's research team now has enough data to identify causation and has found the Opportunity Scholarship is impacting students in their choices to continue to a postsecondary education. Ms. Bent continues Board staff and Indian Education Committee (IEC) have been in discussions on how to expand the number of students applying for scholarship, specifically minority students. She continues the low number of minority students receiving the Opportunity Scholarship is due in part to the low number of minority students applying for the scholarship, however, when looking at the percentage of students receiving the scholarship, the state's American Indian students are receiving the scholarship at a higher rate than the state's non-minority students. Dr. Clark adds the data shared with the IEC was very useful and has allowed the tribes to focus on getting students to finish the Free Application for Federal Student Aid (FAFSA), noting this has been the largest barrier for students from this population to complete the application process.

At this time Board member Hill comments on the data in the report that indicates being offered the Idaho Opportunity Scholarship increases the immediate college attendance rate for eligible students by nine (9) percentage points. He then comments on the lack of increase in the the Go On Rate and states this is statistically significant and should be researched further to determine how the Board can address the Go On Rate and how students are paying for college. Mr. Howell responds the data is only looking at students receiving the Opportunity Scholarship and not the entire population to which Dr. Hill

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responds the data presented today could indicate that affordability is a student's top concern and if so then perhaps the Board should consider promoting something similar to Tennessee's Promise program offering free community college. Mr. Howell then responds the data presented is only for those eligible students with a 3.0 grade point average (GPA) or higher and speaks to some of the issues with the Opportunity Scholarship. He continues with the influx of money received there was one year where the Board was able to provide new awards to more students who applied, however, since renewal awards receive priority, most of the available funds in the following years have gone to existing recipients and not new recipients. Mr. Howell then states the availability of awards is dependent on the year a student applies, adding there could be a lot of money available or very little. Board member Soltman then comments another unintended consequence of this is a student taking a course not related to their major just to the maintain scholarship.

Ms. Bent then shares with Board members there will be a proposal before the Board in the spring to lower the GPA requirement for the Opportunity scholarship, however, if the Board's request for additional funding for the Opportunity Scholarship is approved it is possible for this to create the issue of more students being added to the waiting list. Dr. Clark then asks the median GPA of the recipients to which Ms. Bent responds 3.7. Dr. Clark then asks how many students on the waiting list had a GPA of 3.0 to which Ms. Bent responded a little over 1,000 students. Dr. Clark then asks if the Board should be requesting more money for the Opportunity Scholarship at the same time the Board is considering reducing the GPA requirement to which Ms. Bent responds the request for additional funds would be for the current year and the decision to lower the GPA requirement would be after notification of the Board receiving the additional funding, or not. Dr. Clark then asks if the additional money could meet the 1,000 students currently on the waiting list plus how many more to which Mr. Howell responds if the Board were to receive the entire \$5,000,000 requested and keep the maximum award amount at \$3,500, then that would allow the Board to give a full award of the Opportunity Scholarship to an additional 1,428 students. Dr. Clark then confirms the Opportunity Scholarship is a last dollar award scholarship and asks the average award for the scholarship to which Mr. Howell responds \$3,300.

At this time the Board took 20 minute break, returning at 3:00.

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 from the Idaho State Department of Education (ISDE) Director of Federal Programs Ms. Karen Seay on the new State Technical Assistance Team (STAT) Phase I Schools pilot. She continues schools identified as in need of improvement are now referred to as Comprehensive Support Schools in the state's new ESSA Plan and the STAT Team was developed to provide support and assistance to these schools. Superintendent Ybarra then states the

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process begins with a needs assessment and includes a focus on leadership adding meaningful change requires schools and staff working together. Finally, Superintendent Ybarra shares the program is currently in the pilot phase with participating schools sharing feedback through Phase I.

At this time ISDE Director of Federal Programs, Ms. Karen Seay, continued with the STAT Team update. Ms. Seay states Comprehensive Support Schools identified for 2018-2019 school year include the lowest performing elementary schools and high schools with less than a 67% graduation rate. She continues the ISDE has invited leadership teams from seven schools previously identified as Priority or Focus Schools representing six districts to participate in a one year STAT Team pilot adding results from the Phase I schools will help to inform practices for the next year. Board member Soltman then asked if the STAT 2017-2018 participating schools participated voluntarily to which Ms. Seay responded in the affirmative. Board member Critchfield then asked how the ISDE will determine if the efforts of the STAT Team have been successful to which Ms. Seay responded ISDE has developed a logic model to which outcomes are being measured along the way and again at the end of the first year. Superintendent Ybarra then expressed her thanks and appreciation for the work of the STAT Team developing and implementing the project.

At this time Superintendent Ybarra requested ISDE Director of Assessment and Accountability, Ms. Karlynn Laraway, present an update to Board members on the new Idaho Reading Indicator (IRI) Pilot. Mr. Laraway shares with Board members the information provided today is a comparison of students taking both the Fall Legacy IRI and Fall Istation Early Reading Assessment (ISIP). She continues by reminding Board members the ISIP is a computer adaptive assessment with multiple subtests making up a student's overall skill level versus the IRI which is a paper and pencil assessment.

Mr. Laraway then shares with Board members a side-by-side comparison of the overall scores for students taking both the IRI and ISIP during the September administration of the Fall 2017 assessment. She states that overall the results showed an increase in the number of Kindergarten, First and Third Grade students scoring "intensive" or needing intervention. Board President Dr. Linda Clark then asks if this reduction in achievement is due in part to the fact the ISIP contains more subtests than the IRI to which Ms. Laraway responded in the affirmative and that presentation of the material being tested may be a factor, adding students taking the ISIP are presented with five to six letters and told to select the correct answer versus the IRI where a student writes the letter on paper.

Ms. Laraway then shares with members of the Board feedback from the pilot districts has been positive stating educators from these districts felt the ISIP was a better reflection of their students current abilities and has the ability to answer two important questions; are my students at risk for failing in reading and what is the degree and intensity of instructional support my students need to be successful readers. Board member Scoggin then asks if other states are seeing the same results to which Ms. Laraway responds the IRI is unique to Idaho, however, student performance mirrors what is being seen in other states implementing an early reading assessment.

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At this time Superintendent Ybarra requested ISDE Chief Deputy Superintendent, Mr. Pete Koehler, present an update to Board members on the Microsoft Imagine Academy and Adobe Create Idaho. Mr. Koehler shares with Board members the Microsoft Imagine Academy is now in its third year and includes 139 participating schools. He continues participation in this program is growing at a faster pace than it has historically, from 3,000 certifications issues in the first year (2015-2016) to a projected 8,000 certifications in the current 2017-2018 school year. Mr. Koehler continues with an update on the Create Idaho Adobe Pilot sharing the pilot includes 65 participating schools and is the first and only statewide Adobe implementation program in the United States. He continues both programs produce a valid certification for a student graduating from high school that can be taken directly into the workforce or forward to a 2-year or 4-year institution, adding this is a valid measurement of College and Career Readiness and is the direction the state should be moving.

Board member Clark then asks if any of the participating schools are middle schools to which Mr. Koehler responds a majority are high schools, however it is the intent of the ISDE to advance the program to middle schools. Board member Soltman then asks where this program fits in to the school day schedule to which Mr. Koehler responds as an instructional class or as an after school opportunity. Board member Clark adds the Maker Program is another option. Mr. Koehler then states the programs are also offered through the local public libraries as well. At this time Board member Hill asks for more information on the students participating in the program, asking if these are students who continue on to college after high school or what the data shows. Mr. Koehler responds this data is not currently available, however, ISDE is currently collecting the information and expects to have the data available by fall of next year. Board member Critchfield then shares two high schools in the Cassia County School District have implemented these programs and the feedback she has received has been excellent. The Board's Executive Director, Mr. Matt Freeman, then asks what students are specifically certified in when they complete the Create Idaho Adobe program to which Mr. Koehler and Board member Critchfield respond the entire suite of Adobe business products.

At this time Superintendent Ybarra continued with an update on the number of Alternative Authorizations issued by ISDE for the 2017-2018 school year. She begins by stating a recurring theme throughout the state is the shallow pool of applicants, especially in rural districts and that she will be sharing with legislators in January the report prepared by Education Northwest on the teacher shortage in Idaho. Superintendent Ybarra then requested ISDE Director of Certification and Professional Standards, Ms. Lisa Colon Durham, present a summary to the Board of the number of Alternative Authorizations issued for the current school year.

Ms. Colon Durham shares with Board members a side-by-side comparison of the number of alternative authorization applications for the 2016-2017 school year compared to the number for the 2017-2018 school year and that in November of 2016 the ISDE had issued a total of 444 alternative authorizations compared to 648 in November 2017. Ms. Colon Durham then states each alternative authorization received is an individual application, noting districts put forth a lot of work assembling the applications which the Professional Standards Commission then reviews individually. Finally, Ms. Colon Durham states the

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need is being met, however, the state is experiencing a significant increase in alternative authorizations being issued.

At this time Superintendent Ybarra requested ISDE Director of Assessment and Accountability, Ms. Karlynn Laraway, present an update to Board members on the statewide Report Card. Ms. Laraway shares with Board members the report card requirements under the Every Student Succeeds Act (ESSA) increase the visibility and transparency of information about the state accountability system. She continues the ISDE, in collaboration with Board staff, is in the process of engaging parents and stakeholders on the design of the new report card and it is expected the RFP will be ready for release in Spring 2018 for a December 1, 2018 completion date as required by ESSA.

Finally, Superintendent Ybarra requested ISDE Chief Policy Advisor, Mr. Duncan Robb, share with Board members an update on the ISDE's 2018 Legislative agenda. Mr. Robb begins by stating ISDE continues working to establish Rural Education Support Networks designed to provide assistance to rural school districts wishing to coordinate efforts to share educational resources. Mr. Robb then shares the next legislative item relates to Mastery Education and would allow ISDE to scale the program by removing the existing cap to allow other districts and schools to participate. The third item on the ISDE's Legislative agenda is related to Advanced Opportunity to simplify paperwork and reporting requirements to ISDE. Mr. Robb continues ISDE intends to put forth proposals to amend the policy related to Safe and Drug Free Schools that would allow schools to use tobacco tax revenues to improve school climate and safety and to include the Idaho School for the Deaf and Blind as a beneficiary of tobacco tax revenues. Finally Mr. Robb shares ISDE intends to work on legislative designed to incentivize Idaho's teachers to teach in rural and hard-to-fill positions.

2. Mastery Based Education Update

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

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with members of the Board a conversation she had with Governor Jeb Bush while attending the 2017 National Summit on Education Reform where he was very complimentary of Idaho's work on Mastery Based Education. She continues by stating she received similar feedback from other conference participants who were very complimentary of Idaho's efforts related to Mastery Based Education, Advanced Opportunities and statewide funding of the SAT exam. Superintendent Ybarra then invited the Idaho State Department of Education (ISDE) Chief Policy Advisor, Mr. Duncan Robb, to provide an update on ISDE's Mastery Based Education efforts.

Mr. Robb begins by sharing with Board members the successes of Venture Alternative High School's Mastery Based program. He continues Venture Alternative High School is part of the Coeur d'Alene School District and began implementation of their Mastery Based Education program this year and has already seen promising results. Scores in student English Language Arts (ELA) Performance have gone from 72.4% scoring below basic in 2015 to 39.5% in 2017. Math scores have improved from 82.8% scoring below basic in 2015 to 64.9% in 2017 and average combined scores for the Scholastic

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Assessment Test (SAT) have increased from 734 in 2016 to 847 in 2017. Mr. Robb concludes his presentation by sharing with Board members a breakdown of how state funds allocated for Mastery Based Education have been used by school districts, sharing the largest expense has been to cover the cost of salaries and benefits.

At this time, Dr. Clark requested an update from Superintendent Ybarra on the details of the phone conference with the U.S. Department of Education to review Idaho's Every Student Succeeds Act (ESSA) Plan scheduled for December 28, 2017. She continues the main concerns is the plan's lack of an A-F Grading System. She continues states who also elected to not include this grading system in their plan and opted for a more personalized learning approach have had their plan approved seamlessly. Dr. Clark then reminds Board members that as the State Education Agency (SEA) the Board owns and is responsible for Idaho's ESSA plan and is eager to hear from the U.S. Department of Education on any changes that are required.

There were no additional questions or comments from the Board.

3. Annexation/Excision Request – Coeur d'Alene School District (#271)/Lakeland School District (#272)

BOARD ACTION

M/S (Ybarra/Soltman): To accept the recommendation of the hearing officer and to deny the petition for excision and annexation of property from Lakeland School District 272 to Coeur d'Alene School District 271. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition. She continues the hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, there are no findings that the excision and annexation is in the best interest of the children residing in the area described in the petition.

There were no questions or comments from the Board.

4. Annexation/Excision Request – Coeur d'Alene School District (#271)/Post Falls School District (#273)

BOARD ACTION

M/S (Ybarra/Atchley): To accept the recommendation of the hearing officer and to reject the petition for excision and annexation of property from Post Falls School District 273 to Coeur d'Alene School District 271. The motion carried 8-0.

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State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition. She continues the hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, there are no findings that the excision and annexation is in the best interest of the children residing in the area described in the petition.

There were no questions or comments from the Board.

5. Annexation/Excision Request – Sugar-Salem School District (#322)/Fremont School District (#215)

BOARD ACTION

M/S (Ybarra/Critchfield): To accept the recommendation of the hearing officer and to approve the petition for excision and annexation of property from Fremont School District No. 215 to Sugar-Salem School District No. 322 based on the findings that the annexation and excision is in the best interest of the children in the area in question and the excision of the property from Fremont School District No. 215 will not leave the district with a bonded debt in excess of the limits prescribed by law. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition. She continues the hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law and the excision and annexation is in the best interest of the children residing in the area described in the petition. Superintendent Ybarra then relayed a question asked of her as to when the election would be held, to which the Board's Chief Planning & Policy Officer, Ms. Tracie Bent responded the next county election which would most likely be in May as most county elections are in November and May.

6. Professional Standards Commission – Annual Report

BOARD ACTION

M/S (Ybarra/Atchley): To accept the Professional Standards Commission 2016-2017 Annual Report as submitted in Attachment 2. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members the Professional Standards Commission (PSC) publishes an annual report following the conclusion of each fiscal year to report the activities of the PSC to the Board. She then invites the Idaho State Department of Education (ISDE)

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Director of Certification and Professional Standards, Ms. Lisa Colon Durham, to provide the PSC annual report to the Board.

Ms. Colon Durham begins her presentation by sharing with Board members the PSC consists of 18 constituency members who are nominated by their respective stakeholders and then appointed by the Board for a term of three years. She continues the PSC has five (5) standing committees; Authorization Committee, Budget Committee, Executive Committee, Professional Development Committee, and Standards Committee, and the overview today will focus on updates from the Authorizations Committee, Executive Committee and Standards Committee.

From the Authorization Committee, Ms. Colon Durham reports there were 19,117 total certificated educators employed statewide during the 2016-2017 school year and the number of educators working with an alternative authorization was 4.78%. She continues this total has been increasing steadily since the 2014-2015 school year.

Ms. Colon Durham continues with an update from the PSC Executive Committee which reports that of the 30,000 total certified educators during the 2016-2017 school year the PSC received 67 written complaints of alleged educator ethical misconduct, out of which 32 cases were opened. She then states that during the same year, 49 cases were closed; 28 of which probable cause was found with disciplinary action taken and 21 where no probable cause was found. Ms. Colon Durham continues that during the same year, PSC staff conducted one (1) certification denial hearing and nine (9) educator ethical misconduct hearings. Finally, Ms. Colon Durham highlights for the Board the decline in the number of Application Discrepancy Violations from 2015-2017 school year with 16 violations to the 2016-2017 school year with 2. Ms. Colon Durham contributes this decline to the requirement by the ISDE Certification Department at the end of 2015 that an individual submit transcripts for all renewals, regardless of auditing.

Ms. Colon Durham concludes her presentation with an update from the PSC Standards Committee. She continues the Standards Committee reviews 20% of the educator preparation standards and endorsements each year and that the following were reviewed during 2016-2017 and will be brought forward for Legislative approval in 2018; Idaho Core Teacher Standards, Administrator, Audiology, Bilingual and English as a New Language, Career Technical Education, Speech-Language Pathologist, and World Languages. Ms. Colon Durham then updates the Board on the educator preparation program reviews completed during 2016-2017 stating Boise State University completed a full review and both the University of Idaho and Lewis-Clark State College completed focused reviews. Finally, Ms. Colon Durham shares the following new programs for certification were reviewed and approved by the State Board of Education in 2016-2017; Boise State University – Health, Lewis-Clark State College – Communication and Psychology, and University of Idaho – Literacy, Family and Consumer Sciences.

At this time Dr. Clark asks if the PSC intends to obtain discrete numbers for each type of alternative authorization issued to which Ms. Colon Durham responds in the affirmative. Board member Soltman then asked where the opposition for alternative routes to

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certification comes from to which Ms. Colon Durham responds concern for alternative routes has been primarily due to the PSC having not conducted an educator preparation review of non-traditional programs. She continues the PSC has scheduled for review the American Board for Certification of Teacher Excellence (ABCTE) and Teach For America (TFA) programs and that once the reviews are complete the results should assist in alleviating some of the concern. Board member Atchley then asks if the creation of a hostile work force climate is considered to be inappropriate conduct and if the PSC ever addresses this issue, to which Ms. Colon Durham responds this would most likely fall under a Code of Ethics Violation.

There were no additional questions or comments from the Board.

7. Professional Standards Commission – Emergency Provisional Certificates

BOARD ACTION

M/S (Ybarra/Soltman): To approve one-year emergency provisional certificates for Laura Plomer, Grace Campos, Kimberly Koepnick, Susan Oakes, Frances Stapp, Kristi Dorris, Eleanor Shinham, Dean Cox, Jeremy Campbell, Ronald Miller, Tammie Smith, Greshen Clegg, Rodney Worthington, James Broyles, Lary Lawson, Chelcy Rodriguez and Amber Cable to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried 8-0.

There were no 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/Scoggin): To meet in executive session pursuant to Section 74-2016(1)(c), Idaho Code, “To acquire an interest in real property which is not owned by a public agency.” A roll call vote was taken and the motion carried 8-0.

AND

M/S (Critchfield/Scoggin): 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 4:15 pm (MST).

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

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Board members exited Executive Session at 7:33pm (MST) and recessed for the evening.

Thursday, December 21, 2017 8:00 a.m. (MST), College of Southern Idaho, Herrett Center, Twin Falls, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (MST) for regularly scheduled business. There was one (1) participant for Open Forum.

OPEN FORUM

Ms. Rachel Swenson, Middle School Dance Specialist at Idaho Fine Arts Academy and President of Idaho Dance Education Organization, addressed the Board to encourage members to include an Endorsement in Dance as an option for Educators in the State of Idaho. Ms. Swenson states dance is one of the four major art forms recognized globally, nationally and statewide, however, is the only major art form in Idaho without a teacher certification. She continues the current licensing requirements make it so dance as an art form is taught by non-experts or not taught at all and that to be literate in the arts students must receive specific knowledge and skills.

There were no questions or comments from the Board.

CONSENT AGENDA

BOARD ACTION

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

Business Affairs & Human Resources (BAHR) – Section II Finance

1. Boise State University – Elsevier Library Subscription License Agreement

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to authorize Boise State University to enter into a five-year license agreement, for an amount not to exceed \$2,531,256,59, with Elsevier as outlined herein. The motion carried 8-0.

2. University of Idaho – Easement Agreement – University of Idaho’s Center for Organic Studies near Sandpoint, Idaho

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by the University of Idaho for authority to grant an easement of Northern Lights, Incorporated, in substantial conformance to the form submitted to the Board in

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Attachment 1, and to authorize the University's Vice President for Infrastructure to execute the easement and any related transactional documents. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA)

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

Planning, Policy and Governmental Affairs (PPGA)

4. Idaho State University – Special Education Director Endorsement Program Review

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to approve the Idaho State University Special Education Director endorsement program for conditional approval contingent on a Focused Visit in 2018. The motion carried 8-0.

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5. University of Idaho – Facilities Naming – Rock Creek Ranch

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by the University of Idaho to include the Rinker family name in the University’s interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval. The motion carried 8-0.

6. Idaho Indian Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Mr. Gary Aitken, as the Kootenai Tribe tribal chair representative, effective immediately and expiring June 30, 2022. The motion carried 8-0.

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

State Department of Education (SDE)

8. Lewis-Clark State College – State Team Focused Visit Report

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the recommendation of the Professional Standards Commission to accept the State Team Focused Visit Report for Lewis-Clark State College as submitted. The motion carried 8-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. College of Southern Idaho 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 College of Southern Idaho (CSI) President Dr. Jeff Fox for his hospitality hosting Board members and staff at this meeting. She then invited President Fox to present his annual update to the Board.

Dr. Fox begins by welcoming members of the Board to the College of Southern Idaho campus and extends his thanks and appreciation to CSI staff for their work and efforts coordinating the Board meeting. Dr. Fox proceeds by sharing a brief video highlighting CSI’s efforts attracting adult learners to return to their education at CSI. He continues his update by sharing with Board members CSI continues to build upon its commitment to the local community and now offers more than 60 community education courses in partnership with Head Start, Office on Aging, Trans IV Bus service, CSI Refugee Center,

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Boys & Girls Club and the Idaho STAR program. Dr. Fox then shares the many success of CSI's Athletic Programs, work cultivating economic partnerships across the local community and efforts supporting development of the local workforce.

Dr. Fox continues with an update on the CSI Bridge Program. He states the program was launched in 2016 to target those students not planning to attend college after high school and that during the first year a total of 28 students participated in the program, 85% enrolled at CSI for the fall semester, 83% are still enrolled one year later and the fall-to-fall retention rate for this student group is 28% higher than the rest of the student population. Dr. Fox then reports the same success for the 2017 program, stating a total of 41 students participated and 94% enrolled at CSI for the fall semester. He continues the Bridge Program has been a huge success getting students who were not even considering college to go on.

Dr. Fox then shares with members of the Board an update on CSI's Annual Enrollment and Dual Credit Enrollment. He states CSI has experienced a drop in enrollment of Career Technical Education students due largely in part to the low unemployment rates in the Magic Valley. He continues the enrollment of academic students has also dropped due to the same reason, however, dual credit enrollment has increased dramatically over the same period stating the number of students enrolling in dual credit has increased from 2,245 during the 2012-2013 school year to 3,942 during the 2015-2016 school year to 5,353 during the 2016-2017 school year. Dr. Fox then shares the fall-to-fall retention rate has increased from 53% in 2012 to 60% in 2015 and that graduation rates have increased from 18% in 2010 to 21% in 2013.

Finally, Dr. Fox provides an update on the CSI Foundation sharing CSI has maintained a strong relationship with the foundation which is one of the top community college foundations in the nation and has awarded more than \$2,000,000 in scholarship funds for CSI students.

There were no questions or comments from the Board.

2. Idaho Division of Vocational Rehabilitation 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 reminding Board members of the requirement for the Idaho Division of Vocational Rehabilitation (IDVR) to provide an annual update to the Board. Ms. Critchfield then invited IDVR Administrator, Ms. Jane Donnellan, to present the annual report. Ms. Donnellan begins by sharing with Board members IDVR has three distinct programs of the agency; Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing and that a majority of the presentation today will focus on the Vocational Rehabilitation program. Ms. Donnellan then shares the Vocational Rehabilitation program is a state and federally funded program with a 21.3% match requirement whose mission is to prepare individuals with disabilities for employment and community enrichment. She continues IDVR has 73 counselors in 8 regions located throughout Idaho.

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Ms. Donnellan then shares with Board members that in FY2017 there were a total of 1,835 successful outcomes, a 444% increase in customer wages after receiving IDVR services, and that 82% of IDVR customers who achieved or maintained employment reported their wages as their primary means of support. She continues the average hourly rate for IDVR customers in FY2017 was \$12.84; which equates to 63.7% more than the average Idaho wage and that for every dollar the state invests, over \$9.00 will be paid back to the State.

Ms. Donnellan continues with an update on IDVR's efforts to grow their business outreach and engagement plans which include hiring a business liaison, enhanced external website, and development of business outreach materials for use throughout the state. Finally, Ms. Donnellan shares with members of the Board IDVR's line item budget request for FY2019 include one (1) full time employee (FTE) to manage a Cost Reimbursement and Ticket to Work program and \$82,600 in State General Funds for the purpose of supporting one additional FTE for the Council for the Deaf and Hard of Hearing.

There were no questions or comments from the Board.

3. Workforce Development Council Transition Update, National Governors Association Work-Based Learning Policy Academy
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 reminding Board members they received an update from the Workforce Development Council (WDC) as part of the materials from the October Board meeting, however, due to a scheduling conflict WDC Chair, Mr. Trent Clark was not able to present the update to the Board at that time. Board member Critchfield then invited Mr. Trent Clark and WDC Executive Director, Ms. Wendi Secrist, to present their update to the Board.

Mr. Clark begins by sharing with Board members Executive Order 2017-12 shifted the Workforce Development Council from an advisory council to the Department of Labor to the Executive Office of the Governor. He continues the Workforce Development Council is now an industry lead organization comprised of appointed council members and that along with the recommendations of the Workforce Development Council Task Force (WDCTF) the Governor will be putting forward for Legislative approval fundamental changes to the statute governing the WDC. Mr. Clark specifically cites three areas that would be the focus of change: to increase public awareness of and access to career education and training opportunities, improve the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce, and help providing for the most efficient use of federal, state and local workforce development resources. Finally, Mr. Clark stresses the importance of outreach and a two-way line of sight between jobseekers and employers. He continues one component of this is the training and education of jobseekers and states the WDC will be relying heavily on the Board for development and implementation.

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At this time Dr. Hill shares his satisfaction with the Governor's acceptance of the WDCTF recommendations and continues by emphasizing to Board members these recommendations are not just something to do but are essential.

At this time, WDC Executive Director, Ms. Wendi Secrist, shares with Board members an update on the National Governors Association (NGA) Work-Based Learning Policy Academy. She continues Idaho is one of six states selected by the NGA to participate in a policy academy focused on scaling high-quality work-based learning to help develop strategies to connect youth and young adults with career opportunities in STEM-intensive industries. Finally, she shares through the policy academy, states will share best practices, develop plans to identify and scale high-quality programs and develop policies to support and sustain work-based learning initiatives.

There were no questions or comments from the Board.

4. Boise State University – In-suite/Club Room Alcohol Service – Double R Ranch Club Room in Taco Bell Arena – Men's Basketball, 2017-2018 Season

BOARD ACTION

M/S (Critchfield/Soltman): To approve the request to waive the requirement in Board Policy I.J.2.c. that all requests for alcohol service in conjunction with NCAA athletic events be made at the regularly scheduled June Board meeting for the 2017-2018 basketball season. The motion carried 7-0 with Mr. Westerberg voting nay.

AND

M/S (Critchfield/Soltman): To approve the request for approval of In-suite/Club Room alcohol service in compliance with Board Policy I.J. in the venues identified for the 2017-2018 home basketball competitions. The motion carried 7-0 with Mr. Westerberg voting nay.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, stating the request before the Board comes from Boise State University (BSU) for approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a "Permitted Event". She then reminded members the Board approved changes to Board Policy I.J. at the October 2017 regular Board meeting to allow institutions to bring forward to the Board request to provide alcohol service in specified venues for specific NCAA sporting events, however, the amended policy retained the provision that all requests must come to the Board at the regular June meeting each year. Ms. Critchfield continues that due to the timing of the policy amendments, there was not an opportunity for BSU to bring forward a request for alcohol service for the 2017-2018 Basketball season in compliance with the deadlines specified in the policy and this is why the policy is being brought forth today.

Finally, Ms. Critchfield adds the request by BSU is in compliance with the provisions set forth in Board policy I.J. in that the venue and the sport are specified in the policy,

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however, the request does not comply with the requirements that these requests only be brought forward in June, and that to facilitate this request, the Board is also being asked to waive the requirement in Board policy I.J.2.c. regarding the June requirement and that BSU will still be required to meet all other provisions of this section of policy.

Board member Westerberg then states the Board has waived policy before for compelling issues, however, the request before the Board today is a request for alcohol service for a basketball season that is now half over and he is not sure this qualifies as a compelling issue. Board member Critchfield responds the understanding of the policy in October was that this would be in effect. She continues by stating her agreement with Board member Westerberg, however, in this case there was a misunderstanding of the timing. Board member Hill then comments the item before the Board today is for a technical adjustment rather than an exception to policy.

Board member Scoggin then comments the motion read today differs from that provided in his Board agenda materials to which Board member Critchfield responds in the affirmative. She continues the item was originally brought to the Board by Boise State University for their venue only, however, it was decided to change the motion to include any location identified in policy for basketball for the current season and that the motion is not for an expansion of locations. Board member Westerberg then states he was under the impression the policy provides for annual approval in June for all venues and locations to which Board member Critchfield responds the request in June would be for a continuation of alcohol service at the venues stated in policy. Board member Westerberg responds the policy was changed to allow alcohol service at venues other than football with the option to come to the Board annually for approval of new locations. Board member Critchfield responds it is the understating of the PPGA Committee that institutions with stated venues would have the ability to serve alcohol during the basketball season at those venues this year, however, they have later learned this would have been outside of the June request timeline and that the motion today is to waive the June request timeline for the current season. Board member Westerberg then asked if approval of the motion would waive the requirement for all basketball venues to which Board member Critchfield responded only for those venues stated in policy. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, shares with Board members the policy identifies the Boise State University Double R Ranch Room at Taco Bell Arena and University of Idaho Lighthouse Center Bud and June Ford Clubroom as the only two locations where alcohol service is allowed at home basketball games.

There were no additional comments or questions from the Board.

5. 2017 Teacher Pipeline Report – Baseline Data and Final Recommendations
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, sharing with Board members the report presented today provides baseline data on the supply and demand of instructional staff across Idaho, and

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suggests ways to utilize the information to ensure consistency and efficiency in addressing Idaho's teacher pipeline issues over time. She then invites the Board's Educator Effectiveness Program Manager, Ms. Christina Linder, to present the 2017 Teacher Pipeline Report.

Ms. Linder begins by reminding Board members of the charge given to the Educator Pipeline Committee from the Board to replace anecdotal information with fact and to insure consistent data. She then recognized the Board's Principal Research Analyst, Dr. Cathleen McHugh, for her work compiling the report shared with the Board today.

Ms. Linder continues that one of the key findings of the report is that retention, not production, is the main issue. She states that of the approximately 1,800 certificates issued annually, 33% do not serve in an Idaho school. Ms. Linder then shares the state's attrition rate remains steady at 10%, compared to 8% nationally, and that 76% of the state's attrition rate is made up of teachers leaving the teaching workforce prior to reaching retirement age. She continues this equates to 1 out of every 20 classrooms in Idaho being led by an individual who has not been fully certified or met the minimum requirements.

Ms. Linder continues her presentation with an update on the teacher supply in Idaho. She states the most recent data available from the 2014-2015 and 2015-2016 school years shows an average of 845 individuals have been prepared by institutions in Idaho each year, however, the data from the 2016-2017 school year shows that of the total 1,952 instructional certificates issued in Idaho, a total of 1,234 individuals actually taught in Idaho of which 821 were prepared by an Idaho institution. She then states the share of total certificates issued to individuals who are not employed as instructional staff in an Idaho Public School equates to 37%. Finally, she states the need for more information in order to understand where candidates are coming from, what institutions they are being prepared by, and where they are choosing to teach, in state versus out of state, especially in Idaho communities located in or near border communities. Ms. Linder concludes this portion of her presentation with an update on the average number of certificates issued by content area, noting the gains made in the number of certifications for both Special Education and STEM Content areas. She then shares Boise State University (BSU) and Lewis-Clark State College (LCSC) have made significant gains in these areas and she commends both institutions for their efforts.

At this time Ms. Linder continues with an update to Board members on teacher demand in Idaho. She states the definition of "demand" is characterized by the number of teacher retirements plus the number of new teachers needed due to growth in student populations. Ms. Linder then shares, based upon this definition, 360 teachers in Idaho are retiring annually and the Idaho annual average growth rate is 233. Based upon this information, Idaho schools would need 593 new teachers entering the field each year. She continues, if Idaho issues an average of 1,873 instructional certificates each year, with approximately 1,200 accepting teaching jobs, then the annual surplus of teachers should be between 600 and 1,000 every year, however, the data shows Idaho is steadily losing 10% of its teaching population every year which indicates 1,140 teachers are leaving Idaho's classrooms each year for reasons other than retirement. Ms. Linder

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continues by sharing with Board members the largest area of attrition, approximately 15%, is seen with new teachers after only one year of teaching. She continues that of the 2013-2014 new teacher cohort, the state has seen a loss of 30% by the 2016-2017 school year, or the end of the fourth year teaching. She continues the decline in attrition could be due in part to the fact that teachers are placed on a renewable contract at the end of the fourth year, however more data is needed to determine why teachers are leaving and if they are leaving voluntarily or being exited out. Ms. Linder concludes this portion of her presentation by sharing with Board members the rate of attrition by region, noting Regions 4 and 6 consistently have the highest rate at 15% and 16% respectfully, however the remaining regions are not far behind averaging 13%.

Ms. Linder continues her presentation by sharing with Board members the prevalence of certifications through Alternative Pathways throughout the state. She continues approvals for alternative authorizations increased 17% between FY16 and FY17 and that 931 teachers, or nearly 5% of Idaho's teacher population, is not fully certified. She then states the percentage of teachers on some form of interim certificate has increased in every region over the last two years, but particularly in Region IV where the number of alternative authorizations doubled in 2015-2016. She then states that after discussions with administrators from Region IV the increase was due to a great need and not a desire to try new or different programs. Finally Ms. Linder shares that effective July 1, 2016, the Teacher to New Certificate was split out to include two separate certification options, one for an existing certificated teacher to receive a different type of certificate and one for an existing certificated teacher to add an endorsement or specialty to their current certificate. She continues it would be beneficial for the Board to compel the Idaho State Department of Education (ISDE) to collect the information in such a way as to allow the paths to be reported on individually. She adds this would provide a clearer picture to the Board on the areas of greatest need and how these needs are being met.

At this time, Ms. Linder recaps policy questions for the Board's consideration based upon the items presented today, beginning with the gap between the number of annual certificates issued and the number of certificated teachers teaching in Idaho's public schools. She asks if Idaho is losing these individuals to more competitive border states, noting that even with the Career Ladder Idaho's average teacher salary still ranks 47 out of 50 states. She continues other possibilities are these individuals are being drawn to more competitive non-teaching professions, are unable to find jobs in their area of preparation or are simply unwilling to accept jobs in a particular geographic region. Ms. Linder then states that whatever the reason, the need for more conclusive data is clear in order to fully understand why these individuals are choosing not to teach in Idaho's public schools and to allow the Board to discern any patterns between those who stay in Idaho and those who do not. Ms. Linder then stresses the need to look at those teachers who do choose to stay in Idaho, but leave the profession within five years. She adds it is important to know if these individuals are exiting voluntarily or if they are being released. She continues the Board needs the ability to look at how these individuals are being prepared and if there are higher exit numbers by those coming to the profession on an interim certificate. Finally Ms. Linder states there is a high possibility Idaho is losing these teachers due to the higher compensations offered by neighboring/border states as well as a lack of support for new teachers. At this time Board member Hill asks for clarification

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on what is meant by a lack of support to which Ms. Linder responds a lack of mentoring for new teachers. Board member Clark then reminds Board members the recommendation by the K-12 Taskforce for a Career Ladder had two purposes; one to entice individuals in to the profession at levels comparable to entry level STEM jobs (\$40,000) and also to retain teachers with a salary at the top of the scale (\$60,000). Dr. Clark continues one other issue about lack of support is the lack of ability for an individual in the teaching profession to earn a career wage. She continues as everyone knows a tremendous amount of effort was put forth by the Legislature to put the Career Ladder in place over a 5 year period it was without the second element and it is important to recognize support for teachers is more than mentoring, but also insuring the ability for educators to continue to earn a higher level of pay. Ms. Linder then states this is also a recommendation of the Educator Pipeline Committee as well. She then comments Region II has some of the most remote and rural regions in the state, yet the region consistently has one of the lowest attrition rates in the state. Ms. Linder states her belief the mentoring model in place at Lewis-Clark State College contributes greatly to the low attrition rates for the region and this is something that should be explored further.

Finally, Ms. Linder concludes her presentation by sharing with members of the Board the recommendations from the Educator Pipeline Committee beginning with finalizing the format for a standardized teacher supply and demand report to include consistent data definitions for the purpose of gauging progress towards measurable goals. She also suggests bringing together an external steering committee that can continue shaping the report and definitions moving forward. Next, Ms. Linder suggests establishing a process to ensure alignment between policy recommendations and critical teacher pipeline data and finally to begin implementation of the workgroup recommendations that are supported by the data provided regarding Idaho's teacher pipeline. Ms. Linder then shares with members of the Board the key recommendations addressing the two major findings of the report which are Induction Support and More Efficient Pathways to Certification. She then states additional recommendations include attracting talent and creating incentives to teach, alternate routes and "grow your own" strategies, and finally, development and support for all teachers, including induction programs, evaluation feedback, and teacher leadership opportunities.

There were no additional comments or questions from the Board.

At this time the Board recessed for a ten minute break, reconvening at 10:00 am (MST).

6. Annual Evaluation Review 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, sharing with Board members annual evaluation reviews allow state policy makers to verify the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes for determining movement on the Career Ladder. She continues the Board may also use the information in directing changes to teacher preparation programs

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to address areas of improvement for both administrators as well as instructional and pupil services staff. Ms. Critchfield then invited the Board's Educator Effectiveness Program Manager Ms. Christina Linder to present the Annual Evaluation Review Report to the Board.

Ms. Linder reports there are few changes to the 2016-2017 Evaluation Review and the report has been posted to the Board's website. Board member Clark then asks if there is a way to calculate or monitor the number of teachers leaving the system due to resignation in lieu of disciplinary action to which Ms. Linder responded the evaluation review does not include these individuals because they are being let go. She continues districts have provided feedback stating they would like a way to identify these individuals. Dr. Clark then states it is significantly unfair for administrators working with individuals on plans or disciplinary issues who are not shown anywhere and that it would appear all administrators are giving high evaluations because the data for lower performing individuals is not listed. She then states the need for tracking how many teachers leave by way of this route. Board member Soltman then asks if overall most administrators are conducting evaluations appropriately and with integrity to which Ms. Linder responds in the affirmative. Board member Critchfield then states her belief the Board is providing the appropriate amount of support and assistance for administrators to accomplish what the Board is asking of them.

There were no additional questions or comments from the Board.

7. Governor's Higher Education Task Force Recommendations – Prioritization

BOARD ACTION

M/S (Critchfield/Hill): To accept the priority order of the committee assignments as specified 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 Board assigned the various recommendations of the Governor's Higher Education Task Force (Task Force) 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). The committees were then tasked with identifying and recommending to the full Board prioritization of each of the recommendations and to begin work on implementation planning.

There were no questions or comments from the Board.

8. State Accountability System – Student School Quality/Engagement Survey
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 sharing with Board members the student engagement school quality survey is being brought back to the Board today to give the Board the

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opportunity to adjust the planed administration of the survey for the 2017-2018 school year. She then states the survey is being administered separately from the Every Student Succeeds Act (ESSA) requirements to identify schools in need of additional support. Board member Critchfield then invites Superintendent Ybarra to present the recommendations to the Board and answer any questions.

Superintendent Ybarra states that fundamentally districts are already conducting the AdvancED Survey to yield information on student engagement, student emotion, and to gauge how students feel about and perceive their world. She continues districts have requested a survey they are familiar with and trust. Superintendent Ybarra then states if this is the direction the Board wishes to go she suggests taking another look at the AdvancED survey.

Superintendent Ybarra then shares feedback from local superintendents about the perception of the original survey voted on by the Board in October, stating the proposed survey was poorly designed and that the AdvancED survey was clearly aligned to the outcomes from the stakeholder groups that met over the Every Student Succeeds Act (ESSA) plan as well. She continues the survey is free this first year and a great opportunity for business in Idaho. Superintendent Ybarra then states her other concern is attaching the survey to a test which was originally proposed in October due to timing constraints. Finally, she states if the AdvancED survey can meet the needs of districts and what they are already doing then the Board should take advantage of this. Superintendent Ybarra shares the cost for the AdvancED survey after the initial year is estimated to be approximately \$200,000.

Board member Soltman then asks if a motion would be required to which Board member Clark responds a motion would be required if the Board were to change the test. Dr. Clark continues by sharing the Board office has received a significant amount of input through the Superintendents Association and regional meetings expressing concerns over the content of the original survey. Board member Scoggin then asked for additional information on the concerns received by the Board office to which Dr. Clark responds overall the questions were biased. Board member Critchfield then states the two proposed surveys are very different from one another and that when discussing with stakeholder groups what it was they wanted to learn from the survey three themes were identified; school safety, teacher quality, and student engagement. She continues that when originally reviewing survey options the one presented in October encapsulated these three themes and that at the time the stakeholders felt the survey selected satisfied what they were trying to achieve. Dr. Clark then shares the AdvancED survey, as it exists, does not hit all of these areas, however, within the suite of assessments offered the Board can have a survey designed to meet the State's needs. Superintendent Ybarra then states her concern with knowing some of the questions asked in the current survey are biased and still choosing to move forward. Board member Westerberg then asks if the series of public meetings produced any negative comments to which Board member Critchfield responds there were no public meetings, however, the Board did receive input prior to investigating survey options and then reviewed the available options with stakeholders. Board member Westerberg then states the survey selected must be trusted

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to which Superintendent Ybarra responds other states are also using the AdvancED survey and that it is widely accepted.

At this time Board member Soltman made a motion to use the AdvancED survey for the 2017-2018 school year. The motion was seconded by Board member Atchley.

Board member Scoggin then states if the Board now has more time then would it be appropriate to investigate and vet the AdvancED survey with stakeholders before going to motion. Superintendent Ybarra responds the previous timeline the Board was under was due to determining how to administer the survey to the entire state and that one way to do this was to attach the survey to a test which required Board approval at the October Board meeting. She continues the new opportunity with AdvancED eliminates the need to attach the survey to a test. Dr. Clark then asks if legislators have had an opportunity to review the AdvancED survey. Board member Critchfield then asks if there is a new deadline to which Superintendent Ybarra responds in the negative, noting the ESSA plan states there will be a survey and that it must be in place for administration in the spring.

Board member Critchfield then states one consideration with any survey is for it to be grade appropriate adding it is her understanding the AdvancED survey is geared towards secondary students, however, there is the ability to adjust the language with the AdvancED survey to be grade appropriate. Superintendent Ybarra confirms this to be correct. She then states the Board will need to finalize a contract with AdvancED if they decide to use this survey, otherwise the Board may find themselves working against another deadline if they were to hold off for too long. Board member Scoggin again states his concern the Board is acting prematurely noting this survey has not been reviewed with stakeholders and that the suite of options mentioned have not been reviewed by the Board. Dr. Clark then asks if the Board were to wait until the regularly scheduled meeting in February to make a decision would that be a workable timeframe. Superintendent Ybarra then requested Idaho State Department of Education (ISDE) Chief Policy Advisor, Mr. Duncan Robb, address the proposed timeframe.

Mr. Robb states that if ISDE were to begin the vetting process immediately after the holiday break it would allow enough time for ISDE to fully vet the AdvancED survey. Superintendent Ybarra responds with her belief the Board would need to hold a special Board meeting in January to meet the deadline. She continues ISDE will bring the proposed AdvancED survey to the stakeholder groups for review and input and then bring to the Board for a Special Board meeting mid-January. Dr. Clark then asks for clarification that AdvancED was suggesting their "stock" assessment for the current year and any customization would follow in subsequent years to which Superintendent Ybarra responded in the affirmative. Board member Atchley then requests the contract length if the Board were to select AdvancED to which Dr. Clark responds the first year is at no cost and then contract with the Board beyond that point.

At this time Board member Soltman withdrew his previous motion to use the AdvancED survey for the 2016-2017 school year. The withdrawal of the motion was seconded by Board member Atchley. Board member Atchley then comments if superintendents, parents, teachers and students feel the survey is valuable then she supports moving

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forward, however, if the survey will only serve to collect data that may not be of value to the Board then this must be considered. Dr. Clark then comments the survey is a required element of the state's ESSA plan, noting there were a number of additional options proposed to stakeholders that were rejected overwhelmingly for a survey. She continues by stating the importance for the selected survey to provide the right information and not just be an exercise in taking a survey. Dr. Clark then states her concern with using a "stock" survey for the current year but notes the Board must start somewhere and if AdvancED does provide the ability for the Board to customize the survey then that would be a good thing. Board member Westerberg then comments it is not just about which survey is selected but also about the process followed and ensuring that process is open and transparent.

At this time Mr. Robb reminds Board members the AdvancED survey is on a different platform and this would require additional training for those educators not already on the existing platform, specifically those administrators in the middle and elementary school grades. Dr. Clark then asks for a reasonable expectation to distribute the information to the stakeholder groups to which Board member Critchfield responds the week of January 15th would allow for schools to be back in session from the holiday break for two weeks prior to the Board holding a Special Board meeting. Board member Scoggin then suggests ISDE contact stakeholder groups requesting they distribute the AdvancED survey to their members for review and comment to be returned to ISDE by January 10, 2018. Superintendent Ybarra then stresses the importance for the Board to act quickly in order to allow enough time for stakeholder feedback, contracting, and training.

There were not additional questions or comments from the Board.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. Complete College America and Complete College Idaho Report
This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item sharing with Board members the presentation today from staff and institutions will provide an update to the Board on gains made toward the implementation of Complete College America (CCA) "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding. He continues the information provided in the report today will provide an opportunity for the Board to evaluate progress and provide feedback on the work being pursued. Dr. Hill then invites the Board's Chief Academic Officer, Dr. Randall Brumfield and representatives from the state's higher education institutions to provide an update to the Board and answer any questions Board members may have.

Representing the state's community colleges are Dr. Todd Schwarz, Executive Vice President and Chief Academic Officer for College of Southern Idaho, Brenda Pettinger, Associate Vice President for Academic Affairs for College of Western Idaho, and Dr. Lita Burns, Vice President for Instruction for North Idaho College.

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Dr. Schwarz begins his presentation by sharing with members of the Board an update on the CCA Game Changer – Timely Degree Completion (“Full Time is 15”). He continues the focus of College of Southern Idaho (CSI) has been management of student progress and that CSI’s implementation of mandatory student advising has contributed greatly to this measure. He then states the number of credits a student has accomplished has increased from 46% to 60% in three years. Dr. Schwarz continues with an update on the CCA Game Changer – Remediation Reform (Corequisite Remediation) sharing CSI has made significant strides towards remediation reform as evidenced by the early implementation of emporium and accelerated models and that most recently CSI has moved more purposely in the direction of Corequisite remediation and seen success rates in English remediation increase from 38% in 2014 to 78% in 2017 and Math remediation increase from 41% to 50% for the same time period. Dr. Schwarz continues additional strategies implemented by CSI include Structured Schedules to create learning communities and block schedules in varying forms and Guided Pathways to Success (GPS) including academic maps, milestone maps and a focus on metamajors. Dr. Schwarz then shares an update on CSI’s Transition Coordinator Model stating the College was able to higher eight (8) full-time employees with funds appropriated in 2016 who are now deployed throughout Region IV in most of the high schools and five middle schools to work with and advise students on the steps needed to continue to postsecondary education.

Board member Hill then states CSI’s Transition Coordinator Model is very powerful and asks for the degree of coverage in the local region to which Dr. Schwarz responds 17 schools with a staff of 12 and that the coverage is growing.

Dr. Schwarz continues four (4) additional full-time Dual-Credit Advisor/Coordinators were added with funds appropriated in 2017 and that CSI has used funds appropriated in FY2018 to increase instruction and tutoring efforts in STEM focused areas as well as launch the Bridge to Success Program. Finally Dr. Schwarz states the common theme is clear – time with students matters and student engagement matters.

Board member Atchley then asks if there is something the Board should be doing to reduce the need for remediation at the postsecondary level, citing more rigorous demands at the high school level or possibly requiring a high school student take four years of math. Dr. Schwarz responds this has been attempted and that raising the bar is not necessarily the best solution. Board member Atchley then asks if Dr. Schwarz has a sense of either a direct or indirect relationship between a student’s high school Grade Point Average (GPA) and their college success to which Dr. Schwarz responds it is about money, noting students who are successful in college have the financial means to attend.

At this time Brenda Pettinger shares with members of the Board an update on College of Western Idaho’s (CWI) implementation of the Complete College America Game Changers. She states beginning with FY2016, CWI received line item funding for three (3) Complete College Idaho measures; General Education Reform, Remediation Transformation, and Advising Transformation. She continues the new General Education Program of Study was launched in fall 2015 and that completion of the program results in an academic certificate. She then shares that at the end of the programs first year (2015-

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2016) a total of eight (8) certificates were awarded. This number has since increased to 81 certificates awarded at the end of the 2016-2017 academic year and that in 2017 CWI received commendation from the Northwest Commission on Colleges and Universities (NWCCU) for this program. Ms. Pettinger then shares CWI received funding this same year for their Math Remediation Transformation and the funds were used to implement CWI's Math Solutions Center (MSC). She continues the MSC is an Emporium and competency-based model using a diagnostic exam to identify areas of college-level competency and deficiency and that students receive individual learning plans containing only the modules required to meet competencies for the math pathway of their declared major. Ms. Pettinger continues that after implementation CWI discovered that students were scoring lower than expected, and, as a result CWI transitioned to a Basic Skills Education (BSE) for these students that was non-credit bearing and free to all students. She continues that currently the Emporium Model is being used for students needing significant remediation, and the Corequisite model is serving those students needing moderate remediation for college-readiness. Finally, Ms. Pettinger updates Board members on CWI's advising transformation to an Appreciative Inquiry Advising Model designed to meet the needs of individual students and to more effectively monitor student progress.

Dr. Clark then congratulates CWI on their progress to date and shares at the Complete College America convening there was a strong emphasis for open institutions, such as CWI, to implement a two tiered remediation model.

At this time Dr. Lita Burns shares with members of the Board an update on North Idaho College's (NIC) implementation of the Complete College America Game Changers beginning with Math Pathways. Dr. Burns states NIC's Math department, in collaboration with institution faculty, have defined three math pathways; Quantitative Reasoning, Statistics and STEM and that in addition to the three Math pathways, NIC has also designed math courses specific to the program requirements for Career Technical Education students. Dr. Burns continues the result has been an alignment of the curriculum to reduce the number of courses, and therefore credits, students are required to take in a math sequence.

Dr. Burns then shares an update on NIC's Co-requisite Remediation stating the co-requisite model in English has seen remarkable results. She continues students enrolled in English 101/114C successfully complete English 101 at higher rates than students placed directly into English 101 and those same students enrolled in English 101/114C also successfully complete English 102 at higher rates than those students enrolled directly into English 101 and then enroll in English 102. Finally, Dr. Burns shares NIC has seen an 84% decrease in enrollment for English 099, resulting in an estimated savings of \$275,000 in the cost of tuition for students. Dr. Burns continues with an update on NIC's Math Co-requisite Remediation efforts, stating NIC's revision of the traditional pre-requisite math sequence to align curriculum with a math pathway has resulted in a 68% increase in the number of students entering a college level Quantitative Reasoning course from fall 2013 to fall 2017 and a 20% decline in the number of students enrolled in a Developmental Math course over the same period.

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Dr. Burns continues with an update on NIC's "3 for Free" program designed to change student's behavior of considering 12-credits to be full time. She continues the idea is to encourage students to successfully complete at least 15 credits in a semester, and, degree seeking students who do complete 15 credits in a semester are then eligible to receive 3 credits tuition free the next semester they enroll for at least 15 credits. She then shares since the programs launch in fall 2017, a total of 119 students participating in the program received an average of \$435 for a total of \$50,800 awarded.

Dr. Burns then shares with Board members an update on NIC's implementation of Guided Pathways to include the identification of six (6) focus fields and program mapping. She continues the six (6) focus fields identified include Business Administration and Management; Manufacturing and Trades; Arts, Communications and Humanities; Social Sciences and Human Services; Science Technology, Engineering and Mathematics and Health Sciences/Health Professions and that each focus field contains programs of study leading to a Transfer degree or Career Technical Education (CTE) degree or certificate. Dr. Burns then states program mapping includes four-semester and six-semester maps for students to use as guides towards program completion and that program maps have been developed for all 46 transfer programs and most CTE programs offered at NIC.

Finally, Dr. Burns ends her presentation with an update on the Complete College Idaho Funds received in FY17. She states the funds received were used to support a full-time Retention and Completion coordinator and a part-time Transition Coordinator. Dr. Burns continues the role of the Retention and Completion coordinator was to identify critical areas of concern related to retention and completion and the role of the Transition Coordinator is to engage with students, parents and staff at the Region I high schools.

Dr. Clark then thanks the representatives from the community colleges and states the importance of providing the information shared today with the state's Legislators.

At this time the Complete College America (CCA) and Complete College Idaho (CCI) report continues with an update from the state's 4-year institutions represented by Dr. James Munger, Boise State University Professor and Vice Provost for Academic Planning, Dr. Laura Woodworth-Nye, Idaho State University Provost and Executive Vice President, Dr. Lori Stinson, Lewis-Clark State College Provost and Vice President for Academic Affairs, and Dr. John Wiencek, University of Idaho Provost and Executive Vice President.

Dr. Munger begins by sharing with Board members in 2005 Boise State University (BSU) created a Freshman Success Task Force to address unacceptably low first-year retention and 6-year graduation rates. He continues analysis identified early academic success as the best predictor of first-year retention and, in response, BSU undertook a variety of initiatives to promote early academic success including reforming Math remediation, English remediation and implementation of a Learning Assistance Program.

Dr. Munger continues by sharing during the 2005-2006 school year BSU restructured the existing emporium model to a structured schedule, face-time model in which students received appointments for a self-paced computer lab experience where peer and non-

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peer tutors provided help. He then states change continued into fall 2009 with the development of a 2-year Math Learning Center (MLC) plan that included implementation of a different software package, a focus on Math problem solving, identification of the specific Math skills a student needed to master, and increased efforts to intervene if students were not engaged. Dr. Munger shares the results were dramatic with the pass rates in Remedial Math almost doubling from the 2005-2006 school year to 2016-2017 school year. He continues noticeable improvements have also been seen with the College Algebra and Calculus pass rates as a result of the improvements in Remedial Math.

Next, Dr. Munger updated the Board on BSU's English placement and remediation reform beginning with the development of "The Write Class" placement algorithm followed by a new co-remediation course known as English 101+. Dr. Munger reports these efforts have led to a decline in the repeat rate for English Composition from 13% to 5%. Finally, Dr. Munger shares an update on BSU's Learning Assistance Program. Launched in fall 2011, the program's focus is on helping students to learn the material through facilitated study sessions scheduled outside of class time to discuss course content and serve as a catalyst for group problem-solving. He continues the Learning Assistance Program is one of four key investments BSU has made with the CCI funding allocated by the Legislature.

Finally, Dr. Munger shares BSU's focus moving forward is on at risk student groups. He continues this will require an increase in need based financial aid for this student group as well as a greater understanding of the multiple factors affecting a student's ability to attend and complete their college education.

At this time Dr. Laura Woodworth Nye shares with members of the Board an update on Idaho State University's (ISU) implementation of the Complete College America Game Changers. She begins by stating at the time, the programs presented today were considered risky and untested, however, the data shows the programs have and do work. Dr. Woodworth Nye continues her presentation with an update on the Bengal Bridge Program, sharing the line item funding received for this program has been hugely important for the implementation and sustainment of the program. She then states the program is aimed towards at risk, Pell eligible, first time students and that 167 students enrolled in the summer 2017 program, up from just 35 students in 2015 adding the retention rate for this student population is in the 80th – 90th percentile. Dr. Woodworth Nye then shares ISU's First Year Transition program, which is an expansion of the Bengal Bridge program to a full-year program, has also experienced great success with more than 19,000 individual contacts in 2017. Finally, Dr. Woodworth Nye provides an update on ISU's new Student Opportunity Development (SOD) Program. She continues the SOD program was developed with funds allocated in FY17 and serves to assist students with transitions between majors, college to career options, and streamlining and promoting ISU's Experiential Learning Assessment (ELA) process allowing students to earn academic credit for prior work experience.

Dr. Woodworth Nye continues by updating Board members ISU has employed Math Pathways and Corequisite Remediation to better prepare students for college level courses. She then shares ISU has created numerous incentives for students to enroll in

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15 credits or more each semester, including a “Tuition Lock” available to Idaho residents who complete a minimum of 15 credits and remain in good academic standing each semester. Finally, Dr. Woodworth Nye shares ISU has developed Major Academic Plans or MAPs for almost every degree ISU offers, which are a four-year course schedule including all requirements necessary to achieve a degree while providing recommendations for course sequencing and configuration.

At this time Dr. Lori Stinson shares with members of the Board an update on Lewis-Clark State College’s (LCSC) implementation of the Complete College America Game Changers beginning with the launch of an online co-requisite English remediation course. She continues, LCSC has developed four (4) distinct math pathways for Elementary Education, Liberal Arts, Statistics and STEM and that LCSC’s incentives students to take 15 credits a semester by structuring the College’s primary merit-based scholarships in such a way that students who complete 30 credits at the end of each academic year and maintain a 3.0 cumulative GPA will earn increases to their scholarship awards.

Dr. Stinson continues with an update to the Board on how LCSC utilized line item funding in support of Complete College Idaho. She states the focus was on General Education and increasing the number of full-time faculty, addressing “Bottlenecks” in high performing majors and programs, a Math & Science Tutoring Center and a separate Writing Center to provide student tutoring and support in relevant subject areas and a bilingual recruiter to work with the College Assistance Migrant Program (CAMP) staff at LCSC’s Boise office.

At this time Dr. John Wiencek shares with members of the Board an update on University of Idaho’s (UI) implementation of the Complete College America Game Changers. He begins by stating UI has made substantial progress in the areas of Corequisite Support, Academic Maps, Proactive Advising and Math Pathways. Dr. Wiencek continues UI has not actively implemented a “15 to Finish” program due in part to the fact that 60% or more of the current student population is taking 15 credits or more and that if UI were to implement a “15 to Finish” program the focus should first be on Centralized Advising.

At this time Board member Hill asks of all four provosts why the Math faculty at their institutions do not support Corequisite remediation to which Dr. Woodworth Nye responds the Math faculty have worked hard on this issue and the main problem from the perspective of the Math faculty is the students are under prepared for Corequisite courses. Additionally, students on some of the STEM pathways require a stronger Math foundational knowledge base and the Math faculty has struggled with how to handle this.

Dr. Clark then states she finds it commendable how each institution has taken the structure and framework of the CCA Game Changers and applied them to their own institution, adding, based upon today’s presentations, the wise use of the CCI appropriations by the Idaho Legislature cannot be questioned.

The Board’s Executive Director, Mr. Matt Freeman commends the Provosts from each institution on the reports provided today and continues these reports will help to support the 60% Goal and showing Legislators the funding is working.

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There were no additional questions or comments from the Board.

2. Remedial Education Report

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item sharing with Board members the report today is intended to review the effectiveness of remedial education at the public institutions and is to be used to evaluate the different models being used and provide a resource for the Board to improve delivery of remedial education across institutions. Dr. Hill then invited the Board's Chief Academic Officer, Dr. Randall Brumfield and Director of Research, Mr. Carson Howell to provide an update to the Board and answer any questions Board members may have.

Mr. Howell begins the presentation by stating the remediation report provided today would be of greater use in policy decisions by both the Board and local K-12 districts if the Board were to establish a statewide definition to identify students who are academically less prepared and if the definitions of the approved models are clearly identified and the implementation of those modes is done with fidelity. Mr. Howell continues by stating the need to fully engage both the Institutional Research and Academic staff on the models being used.

Board member Hill then asks the purpose behind having a remediation report to which Dr. Brumfield responds the purpose of the report is to help inform the Board on progress made towards the effectiveness of Corequisite Game Changers to which Dr. Hill asks if this could not be subsumed in to the Complete College America (CCA) and Complete College Idaho (CCI) reports. At this time the Board's Chief Planning and Policy Officer, Ms. Tracie Bent shares the Board office regularly receives requests from other state policy makers about the State's remediation rates. She continues the Remediation Report was added to Board policy because the Board was making significant changes in how to deliver remediation and the Board at that time wanted to review the effectiveness of those policies and that the models were being implemented with some form of fidelity. Dr. Hill then comments feedback from the institutions has been the models as implemented have variability depending on the student population and the use of assessments such as ALEKS improves this. Dr. Brumfield then suggests different Math pathways require different levels of preparedness and a one size approach is not necessarily the best approach and the Board must bear in mind what remediation looks like for different pathways. Mr. Howell then comments Corequisite remediation is a reporting requirement back to CCA. Dr. Hill then comments he would like to discuss further the elements of the report moving forward, stating the reporting should follow practice and not practice following reporting. Dr. Clark then asks if the format is listed in policy to which Ms. Bent responds the requirement is to report on the effectiveness and success rates of remediation.

There were no additional questions or comments from the Board.

At this time Board recessed for lunch, returning at 12:45pm (MST).

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3. Board Policy III.S. Remedial Education – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the First Reading of proposed amendments to Board Policy III.S. Remedial Education as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

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.

4. Board Policy III.Z. Delivery of Postsecondary Programs – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the first 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 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item sharing with Board members the discussion at the August 2017 regular Board meeting as to whether the plan was still meeting its intended goal for program planning. He continues the proposed amendment before the Board today is to move the planning document from five years to three years in an effort to provide the Board with a better understanding of where institutions are aligning their focus with regard to the postsecondary programs.

There were no questions or comments from the Board.

5. Board Policy III.P. Students – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of amendments to Board Policy III.P. Students creating a new Subsection 17. Student Vaccine Informational Materials as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item sharing with Board members approval of the proposed amendments would require the state's four year institutions provide informational material regarding

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vaccine's to students at the time of admission. He continues approval by the Board today would eliminate the need for legislative changes requiring institutions provide the informational material.

There were no questions or comments from the Board.

6. Program Enrollment Summary – Idaho State Board of Education Governing Policies and Procedures, Section III.G.8 – Postsecondary Program Approval and Discontinuance

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item reminding Board members of the provision added to Board Policy III.G. Subsection 8 in response to Board member inquiries regarding the status of new graduate programs and whether institutions met their projected enrollments from initial proposal submission. He continues this report is intended to help Board members to evaluate whether programs are meeting expectations regarding continued student interest and sustainability. Dr. Hill then invites the Board's Chief Academic Officer, Dr. Randall Brumfield to provide an update to the Board and answer any questions Board members may have.

At this time Board member Scoggin joined the meeting.

The Board's Chief Academic Officer, Dr. Randall Brumfield shares with Board members the report today is for those programs proposed during the 2010-2011 Academic Year to allow Board staff to collect the 6-year graduation numbers for Baccalaureate programs, however, in this particular year, only Graduate level programs were proposed. He continues the report includes the projected enrollment information provided by the institutions for each program in their policy proposal but does not include projected graduation rates as this information was not required at the time of submittal, however, the requirement has been added for new program proposals. Dr. Brumfield then states the report indicates the programs proposed were somewhat ambitious as to their program projections, however, the report does indicate steady increases in enrollment for most of the programs listed.

Dr. Hill then states most of the applicants were over optimistic as to the time required for programs to meet their projected goals, however, the report indicates progress is being made. Board member Atchley then comments the viability of a program is based upon meeting the projected enrollment and if the projected enrollment is twice the actual enrollment then the program will cost more for students. She continues she would like for institutions to review these programs for their viability and avoid the current trend of offering so many degrees they are no longer concentrating their focus but are trying to be everything to everyone. Dr. Clark then asks how institutions are supporting the costs of programs that fall short of their projected enrollment to which Dr. Brumfield responds Board staff can follow up with institutors on these specific programs. Board member Westerberg then comments it may be of benefit for institutions to report to the Board their expected actions moving forward for programs with significantly differing numbers. Board

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member Scoggin then comments this should be somewhat self-regulating as institutions work within their budgets and the funds available. The Board's Executive Director, Mr. Matt Freeman then states in recent years Boise State University has adopted a 3-year Sunset for new programs that do not hit projections and that these programs are then at risk of being phased out. Dr. Brumfield then adds a Sunset Clause is now included on proposal forms for any new programs.

There were no additional questions or comments from the Board.

7. Boise State University – Master of Science in Respiratory Care

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by Boise State University to create a new online program that will award a Master of Science in Respiratory Care 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 Master of Science in Respiratory Care in the amount of \$500 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 stating the request before the Board today is for a new program to award a Master of Science in Respiratory Car. Dr. Hill continues 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 requested Boise State University (BSU) Professor and Vice Provost for Academic Planning, Dr. James Munger, present BSU's proposal to Board members as well as answer any questions from the Board.

Board member Soltman asks if an entry level position in respiratory therapy requires a bachelor's degree to which Dr. Munger responds in the negative, however, the proposal before the Board today is intended to serve those individuals who have advanced or wish to advance to a leadership position, health administration position or a teaching position. Dr. Munger continues the need for this degree has been identified by the accrediting Board to which Board member Soltman responds he is not opposed to the program or the offering, however, in his opinion, the program's enrollment numbers may be too optimistic. Dr. Munger responds the program has been designed to be self-sustaining and that state funds will not be used for the operation of the program. Board member Atchley then questions the lack of state investment in the program to which Dr. Munger responds state funds are not used for the program's instructional costs, however, the program does receive initial startup costs from BSU's eCampus initiative and is then self-sustaining after that. Board member Atchley then states there are underlying

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infrastructure and administrative costs involved with this and every program that are not necessarily covered by a course fee to which Dr. Munger responds these programs are charged an administrative service fee to help offset these costs. Board member Westerberg comments if a program is not successful then the institution risks losing the upfront development costs it has invested in the program. He continues by applauding BSU for their efforts to offer more online courses to which Dr. Munger responds the eCampus initiative has studied the viability of programs offered and where there is need to be able to choose the programs offered moving forward.

There were no additional questions or comments from the Board.

8. College of Eastern Idaho – Associate of Science Degree

BOARD ACTION

M/S (Hill/Atchley): To approve the request by the College of Eastern Idaho to create a new Associate of Science degree as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item stating the request before the Board today is for a new Associate of Science degree program. He continues approval of the academic program would allow College of Eastern Idaho (CEI) students to enroll in the Associate of Science Degree program as degree-seeking undergraduates beginning in Spring 2018.

There were no questions or comments from the Board.

9. Idaho State University – Doctor of Physical Therapy Program Expansion to Meridian Health Sciences Center

BOARD ACTION

M/S (Hill/Critchfield): To approve the request by Idaho State University to approve the Doctor of Physical Therapy Program Expansion to Meridian as presented. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item stating the request before the Board today is for an expansion of the existing Doctor of Physical Therapy Program at Idaho State University (ISU) in Pocatello to include a cohort of students at the ISU Meridian Health Sciences Center (MHSC).

There were no questions or comments from the Board.

AUDIT

1. FY2017 Financial Statement Audits – College and Universities Audit Findings Report

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BOARD ACTION

M/S (Soltman/Atchley): To accept from the Audit Committee the Fiscal Year 2017 Financial Audit Reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP in Attachment 1. The motion carried 8-0.

Audit Committee Chair, Mr. Don Soltman, introduced the item stating the reports shared today were conducted by the independent certified public accounting firm, Moss Adams LLP and includes an auditor's opinion on the basic financial statements prepared by each of the five institutions. Mr. Soltman then invites the Board's Chief Financial Officer, Mr. Chet Herbst, to present the findings to Board members as well as answer any questions.

Mr. Herbst shares the independent certified public accounting firm, Moss Adams, found the financial statements submitted by the five (5) institutions fairly stated the financial operations of the institutions. He continues there were two significant findings for Boise State University (BSU) related to internal controls for Research and Development and one significant finding for Idaho State University (ISU) related to the posting of journal entries and that both institutions have identified actions to correct and prevent recurrence of the noted problems. Finally, Mr. Herbst shares the financial statements have been submitted to the State Controller's Office as part of the consolidated state reports. Board member Soltman then shares the timeframe for when these audits must be completed is extremely short and he thanks the institutions for their work to provide the requested information in such a short amount of time.

There were no additional questions or comments from the Board.

2. FY2017 Financial Statement Audits – College and Universities' Financial Ratios
This item was provided in the agenda materials as an information item.

Audit Committee Chair, Mr. Don Soltman, introduced the item stating the ratios and analyses presented today provide to the Board the financial health and year-to-year trends at each of the institutions. Mr. Soltman then invites the Board's Chief Financial Officer, Mr. Chet Herbst, to present the findings to Board members as well as answer any questions.

Mr. Herbst begins by sharing the four (4) primary financial ratios are the Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio and Net Operating Revenues and that these ratios are used to develop the Composite Financial Index (CFI). Mr. Herbst states these ratios are used by both private and public institutions and provide a tool for institutions to review their own performance over time as well as to synchronize with the analytical processes used at other institutions. Mr. Herbst continues with an update on each of the ratios, beginning with the Primary Reserve Ratio stating this ratio measures the sufficiency of resources and their flexibility and is a good measure for net assets and that the benchmark is for an institution to have the ability to operate at 40 percent on its

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own. Next, Mr. Herbst shares the Viability Ratio measures the capacity to repay total debt through reserves and the benchmark for this ratio is 125 percent. He continues the Return on Net Assets ratio measures whether an institution is better off financially this year than last and that the benchmark for this ratio is 6 percent. Mr. Herbst then shares the Net Operation Revenues Ratio measures whether an institution is living within its available resources and the benchmark for this ratio is 2 percent. Mr. Herbst then states the Composite Financial Index combines the four ratios to calculate an institution's overall financial health and the national benchmark score for this ratio is a minimum of 3. Mr. Herbst then shares the difficulty in comparing institutions to one another as each institution has different goals, he continues it may be more fitting to evaluate each institution over time and compare the results to that institution's own strategic plan.

Mr. Herbst then adds Board staff is considering adding two additional ratios to the annual report in the coming year; the Debt Burden Ratio to measure an institution's dependence on borrowed funds and the Age of Capital Assets to measure an institution's recent versus deferred investments.

Finally Mr. Herbst shares with members of the Board the downgrade by Moody's Investors Service (Moody's) of the overall higher education sector from stable to negative on December 5, 2017. He continues this is based upon Moody's projections that projected revenues for public institutions will not keep up with projections over the next several years for increased operating expenses.

Dr. Clark then asks if the Moody's downgrade will have an immediate negative effect on the ability for Idaho's institutions to bond to which Mr. Herbst responds not on any of the items the Board is voting on today but it could for future projects. Dr. Clark then asks if Mr. Herbst has any sense of the point value of the downturn and how much it would affect each institution to which Mr. Herbst responds this would depend primarily on each institution individually.

There were no additional questions or comments from the Board.

3. FY2017 College and Universities' Unrestricted Net Position Balances

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

Audit Committee Chair, Mr. Don Soltman, introduced the item reminding Board members of the requirement for institutions to maintain fund balances sufficient to stabilize their operating budgets should there be a decrease in state funding or fluctuations in enrollment and tuitions revenue. He continues all four (4) of the affected institutions have met the Board's 5 percent reserve target in FY2017. Mr. Soltman then invites the Board's Chief Financial Officer, Mr. Chet Herbst, to present the findings to Board members as well as answer any questions.

Mr. Herbst shares overall there has been a positive trend and that all four (4) of the state's 4-year institutions are at or above the Board's established 5 percent benchmark. He then states that in general the institutions are operating under very tight budgets and this

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information is good to share with legislators and the public to dispel the notion that institutions are “sitting on a mound of cash”.

There were no questions or comments from the Board.

4. Lewis-Clark State College – Foundation Operating Agreement

BOARD ACTION

M/S (Soltman/Scoggin): To approve the revisions to the Operating Agreement between Lewis-Clark State College and Lewis-Clark State College Foundation, Inc. as presented in Attachment 1. The motion carried 8-0.

Audit Committee Chair, Mr. Don Soltman, introduced the item sharing the proposed revisions would update the agreement to reflect a three-year extension from March 2018 to March 2021 and provide clarity within the conflict of interest form to align more clearly with Board Policy. He continues this is being brought to the Board prior to the end of the three year cycle because it is adding gifting to the agreement.

There were no questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Idaho State University – Multi-Year Employment Agreement – Men’s Football Head Coach

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Idaho State University to enter into a multi-year employment agreement with Rob Phenicie as Men’s Football Head Coach, for a term expiring January 21, 2021 (or as per the terms of the contract) as presented in Attachment 2. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shares with Board members the terms of the proposed employment agreement for Coach Phenicie could potentially exceed annual compensation in excess of \$200,000 therefore approval by the Board is required.

There were no questions or comments from the Board.

2. University of Idaho – Amendment to Multi-Year Employment Agreement – Men’s Basketball Head Coach

BOARD ACTION

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M/S (Westerberg/Atchley): To approve the University of Idaho's request to amend the multi-year employment contract for the Men's Basketball Team Head Coach, which was approved by the Board on October 19, 2017, in substantial conformance to the Amendment form submitted to the Board in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shares with Board members the terms of the contract before the Board today is for a term greater than three years and annual compensation in excess of \$200,000 therefore approval by the Board is required. He continues elimination of the erroneous automatic 4 percent annual increase included in the original contract does not negate either the duration or total compensation thresholds in this particular case.

There were no questions or comments from the Board.

Section II – Finance

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

BOARD ACTION

M/S (Westerberg/Atchley): To approve the first 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. He then invites the Board's Chief Financial Officer, Mr. Chet Herbst, to present the item to the Board as well as answer any questions.

Mr. Herbst begins by sharing approval of the proposed amendments would clarify and streamline the Occupancy Cost request procedures and associated notification and verification reports submitted to the Division of Financial Management (DFM) and Legislative Services Office (LSO). He continues there should not be any financial impact to current budgets beyond improving the accuracy of estimates and final computations of Occupancy Costs. Mr. Herbst adds the amendments also incorporate the Board's guidance on minimum financial reserve levels into Board policy.

There were no questions or comments from the Board.

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

BOARD ACTION

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M/S (Westerberg/Critchfield): To approve the first reading revisions to Board policy V.E. and use of the 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. He then invites the Board's Chief Financial Officer, Mr. Chet Herbst, to present the item to the Board as well as answer any questions.

Mr. Herbst begins by sharing approval of the proposed amendments would bring the text of the existing policy into conformance with current practice. He continues the updated policy enables continued close oversight of funds/gifts/properties being conveyed between an institution and an affiliated foundation.

There were no questions or comments from the Board.

3. FY2019 Permanent Building Fund Advisory Council Recommendations
This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item sharing with Board members the Governor's Permanent Building Fund (PBF) priorities for FY2019 are for an increased focus on deferred maintenance needs over construction of new facilities. He then states the PBF recommendations shared today are intended to aid institutions as they work to address the highest priority items on their deferred maintenance lists.

The Board's Chief Financial Officer, Mr. Chet Herbst, shares with Board members DPW was very receptive to Board staff's efforts to engage DPW on the needs and trends of the State's higher education system and that the institutions have done an excellent job leveraging the limited funds available to them. Dr. Clark then requested Mr. Herbst share with Board members the same information shared with DFM this week to which Mr. Herbst responds the recommendation from the PBF for FY19 is \$17,000,000 for deferred maintenance. He continues deferred maintenance at the State's 4-year institutions is estimated at \$995,000,000 and that nationally the average across public institutions for deferred maintenance is \$110/square foot and the State's 4-year institutions have 15 million square feet of space to maintain. He continues this is a significant continuing issue for the Board and the nation.

There were no additional questions or comments from the Board.

4. Boise State University – Authorization for Issuance of General Revenue Bonds

BOARD ACTION

M/S (Westerberg/Atchley): To approve the finding that the Center for Materials Science Research is economically feasible and necessary for the proper operation of Boise State University, and to approve a Supplemental Resolution for the Series of 2018A Bonds, the title of which is as follows:

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A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$20,702,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds

And to approve a not to exceed budget for the Micron Center for Materials Research of \$52,250,000. The motion carried 8-0.

AND

M/S (Westerberg/Hill): To waive the appraisal requirement set forth in Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.f. for Boise State University to purchase the Alumni and Friends building from the Boise State University Foundation. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Richard Westerberg introduced the item sharing with Board members the item before the Board today is to combine the bond financing for the Micron Center for Materials Research (MCMR) and acquisition of the Alumni and Friends Center. He continues the proposed financing plan makes efficient use of resources while keeping Boise State University (BSU) within the Board's maximum debt coverage limit and prudently addressing the risk associated with the current construction costs at a time of high volatility of building costs throughout the country. Mr. Westerberg then shares BSU senior administration had coordinated in advance with the Board's Executive Director and fiscal staff on the approach being proposed today. He then invites Mr. Kevin Satterlee, Boise State University Vice President and Special Counsel, and Mr. Mark Heil, Boise State University Vice President and Chief Financial Officer to present the item and answer any questions from the Board.

Mr. Satterlee begins by sharing Board policy does not allow institutions to acquire real estate without an appraisal of the real property. He continues the property Boise State University (BSU) wishes to acquire is the Alumni and Friends Center adding the facility has already been constructed and currently exists on the BSU campus. He then states the current economic market has provided an opportunity for BSU to issue the bonds at a lower rate and forego future rent payments if BSU were to acquire the facility now. Mr. Satterlee continues the primary reason for the bond issuance is in relation to the Micron Center for Materials Research (MCMR), stating approval of the motion by the Board would allow BSU to increase the project's contingency to account for market volatility in the current construction market.

Board member Scoggin asks how this motion would impact BSU's debt ratio to which the Board's Chief Financial Officer, Mr. Chet Herbst, responds the ratio would increase from

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4.78 percent to 5.68 percent. Board member Soltman then asks how this motion would impact BSU's Moody's Investors Service Rating to which Mr. Heil responds BSU's current rating is AA3 and he does not anticipate a change.

There were not additional questions or comments from the Board.

5. Idaho State University – Endowment of One-Time NCAA Money

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the request by Idaho State University to transfer \$549,267.00 of one-time money to an endowed fund within the Idaho State University Foundation, to be used as set forth in the NCAA-approved spending plan as described in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Richard Westerberg introduced the item. He then invites the Board's Chief Financial Officer, Mr. Chet Herbst, to present the item to the Board as well as answer any questions.

Mr. Herbst begins by sharing with Board members Board approval is required for the transfer of institutional funds to one of its affiliated foundations, unless one of the specific exceptions listed in the policy applies, and in this instance the exceptions do not apply. He continues following transfer of Idaho State University (ISU) funds, the resulting foundation endowment will benefit the university's student-athletes and programs.

There were no questions or comments from the Board.

6. University of Idaho – Authorization for Issuance of General Revenue Bonds

BOARD ACTION

M/S (Westerberg/Critchfield): To approve a Supplemental Resolution for the Series 2018A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Regents of the University of Idaho authorizing the issuance of General Revenue Refunding Bonds, delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$35,000,000, authorizing the acceptance of the winning bid for sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item sharing with Board members the item before the Board today is a request by the University of Idaho (UI) to replace existing debt incurred for essential University infrastructure. He continues the proposed issuance of refunding bonds at fixed

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interest rates is a prudent strategy to replace the current debt structure which would expose the university to unpredictable and volatile varied interest rates after 2017.

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 (Westerberg/Critchfield): To adjourn the meeting at 1:45pm (MST). The motion carried 8-0.



DRAFT MINUTES

STATE BOARD OF EDUCATION
January 4, 2018
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 January 4, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 3:00 pm MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President	Andrew Scoggin
Debbie Critchfield, Vice President	Don Soltman
Emma Atchley	Richard Westerberg

Absent:

Dr. David Hill, Secretary
Sherri Ybarra, State Superintendent (except where noted)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho – Facility Naming Rights

M/S (Critchfield/Atchley): To waive the application of Board Policy I.K and to approve the request by the University of Idaho to enter into an Agreement for Naming Rights with Idaho Central Credit Union in substantial conformance to Attachment 1, and authorize the President of the University of Idaho, or the President's designee, to execute the agreement and any related transactional documents. The motion carried unanimously 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

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Planning, Policy and Governmental Affairs Committee (PPGA) Chair, Ms. Debbie Critchfield introduced the item, stating the University of Idaho (UI) is currently engaged in the planning and design for its proposed court sports arena and that part of the planning involves funding the project. She continues UI has been seeking a major naming sponsor for the arena, and has arrived at a proposed agreement with Idaho Central Credit Union (Idaho Central) for naming the arena the “Idaho Central Credit Union Area”. The University of Idaho will receive ten million dollars from Idaho Central, in exchange for which Idaho Central will own the name and logo of the arena for a term of 35 years commencing with the completion of construction.

Board member Critchfield continues Board Policy I.K. outlines the requirements by which a building, facility, or administrative unit may be named, however, the policy does not contemplate selling the rights to name a facility and this is the item requested for waiver by UI today. Finally, Ms. Critchfield states Board staff will develop proposed amendments to Board Policy I.K. adding provisions that include naming rights agreements for consideration by the Board at a future meeting.

Board member Scoggin then asks if the payment is a onetime, lump sum payment, to which University of Idaho General Counsel, Mr. Kent Nelson, responds in the affirmative. Board member Scoggin then confirms the name will be approved for a total of 35 years to which Mr. Nelson responds in the affirmative. Board member Soltman then asks if this agreement differs from the agreement developed for the naming of Albertson’s Stadium on the campus of Boise State University (BSU) to which Mr. Nelson responds there is very little difference between the two agreements. He continues UI utilized the same template for the agreement as the one used at BSU, however, the agreement before the Board today is for a lump sum amount to be placed in a University account dedicated solely for construction of the arena.

There were no additional questions or comments from the Board.

2. Governor’s Higher Education Task Force Recommendations – Governor Otter
This item was provided in the agenda materials as an information item.

Board President Dr. Linda Clark introduces Governor C.L. “Butch” Otter and thanks him for attending.

Governor Otter begins by thanking Board members and Presidents of the eight colleges and universities for their work on the Higher Education Task Force (Task Force). He continues by sharing it is his intent to follow through with the recommendations of the Task Force this Legislative session and is requesting the support of the Board, college, and university President’s in this effort. Governor Otter then states the key recommendation of the Task Force is for a change in structure of the leadership immediately under the Board. He continues studies have shown states who successfully consolidated the back room operations of their institutions have found enormous savings that could then be used for scholarships and other initiatives.

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Governor Otter shares his first request will be for a new Chief Education Officer (CEO) position operating under the Board. The Governor continues it is his intent to ask the Legislature to give the Board the authority to hire this position and put in place a consulting contract to carry through with the recommendations from the Task Force to implement changes within the Board and campuses themselves. Governor Otter then requests from the Board the same level of enthusiasm for this legislation as was given for the Task Force recommendations.

Governor Otter continues the recommendations from the Task Force are key to achieving the State's 60% Goal and that change is needed if the state is to accomplish this goal. The Governor then states it is not acceptable to the individuals and industries putting Idaho's workforce to work if the state cannot achieve the 60% Goal. Governor Otter continues Idaho has done a great job driving down unemployment, but at the same time, is the fastest growing state in the nation by population and even with an extremely low 2.9% unemployment rate the state still has 22,000 people out of work and 24,000 jobs through the Department of Labor that remain unfilled. The Governor then states Idaho's higher education system is becoming more and more critical to the workforce development of the state.

Finally, Governor Otter reiterates the legislation to create the Chief Education Officer position will be the governor's legislation and is in no way critical towards the Board or college and university Presidents but it is important for Idaho to do this and now is the time.

At this time, Board member Atchley asks Governor Otter if he envisions the proposed CEO position to be a long-term position to which the Governor responds the positions longevity will be a result of the success of the changes made. The Governor continues as services are consolidated economies will be realized and the CEO position will become the change agent to make these needed changes. Governor Otter then states within the State's agencies there tends to be a resistance towards change and a tendency to cling to the status quo and that this mentality is no longer working. The Governor continues the new CEO position will take time to change these attitudes and values and provide the ideas needed to implement efficiencies and improve the delivery of higher education opportunities in Idaho.

Dr. Clark then shares the appreciation of the Board for the recognition by the Task Force of this unique opportunity for a true system of Kindergarten through Graduate Education under one board and this is an excellent start towards the Board's vision of "systemness".

At this time, Board member Scoggin expresses his thanks to Governor Otter for addressing the Board today and providing his direction moving forward. He then asks for confirmation from the Governor the intent of the proposed changes is to consider a broad area for improving the delivery of higher education while decreasing the cost and that any savings gained would be redirected towards achieving the 60% Goal. To this Governor Otter responds it has not gone unnoticed that Idaho is one of the few states nationwide to have gained student enrollment in the higher education system this year. Governor Otter continues it is his expectation for the Board to be active with the incoming CEO and

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to help that person validate with the information gathered during the Task Force. The Governor then states this is an opportune time for change, noting the recent retirement announcements by three of the state's university Presidents.

Board member Critchfield then asks for additional clarification on the Governor's recommendation for a consulting contract to carry through with the recommendations from the Task Force to which Governor Otter responds the recommendations of the Task Force must be validated and it would be the role of this consultant to research how and where these recommendations could be most successful.

Board member Scoggin then asks given the scope of the CEO position if there may be a need for additional positions to support the CEO and if this has been considered. To this, Governor Otter responds the process of searching for and interviewing candidates for the CEO position would allow for the Board to determine the type of tools necessary for the successful candidate to perform their duties, one of which may be additional personnel.

At this time, Superintendent Ybarra joined call and thanked Governor Otter for clarifying his intent with the CEO position.

Dr. Clark then states the necessity for the Board to publicly communicate the 60% Goal is not limited to just 4-year degrees but includes certificates, associate degrees, and other workforce training and enabling Idaho's citizens to access the entire educational system. She then expressing her thanks to Governor Otter for attending today's Board meeting as well as for his support of the Board.

At this time Bob Lokken, Co-Chair of the Governor's Higher Education Task Force states the importance from the business community perspective for the Board to act with a sense of urgency on the proposed changes, stating the need to move quickly to make progress on these slow moving initiatives.

OTHER BUSINESS

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

M/S (Critchfield/Scoggin): To adjourn the meeting at 3:27 pm MDT. The motion carried 7-0. Dr. Hill was absent from voting.



DRAFT MINUTES

STATE BOARD OF EDUCATION
January 18, 2018
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 January 18, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 1:30 pm MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President	Andrew Scoggin
Debbie Critchfield, Vice President	Don Soltman
Dr. David Hill, Secretary	Richard Westerberg
Emma Atchley	Sherri Ybarra, State Superintendent

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Legislative Update – Governor’s Recommendation

M/S (Critchfield/Soltman): To support the Governor’s budget recommendation for an executive staff position, and the proposed legislation in substantial conformance to the form provided in Attachments 1 through 3. The motion carried 8-0.

Planning, Policy and Governmental Affairs Committee (PPGA) Chair, Ms. Debbie Critchfield introduced the item, reminding members of the January 4, 2018 Special Board Meeting with the Governor to discuss his plan for a Chief Education Officer (CEO). She continues the item before the Board today is to consider the Governor’s budget recommendations for the 2018 Legislative Session, which includes the budget request for the CEO position as well as proposed legislation relative to the Opportunity Scholarship and Advanced Opportunities.

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At this time, Board member Scoggin requests clarification on the allocation of the funds sought for the CEO position asking if the \$254,500 allocated is for both the position salary and operating expenses to include a laptop, travel, etc. to which the Board's Executive Director, Mr. Matt Freeman responds in the affirmative. Board member Scoggin then asks for clarification on the Capital Outlay line item to which Mr. Freeman responds this would be the funds allocated to purchase a computer for this position. Board member Scoggin then asks if the line item request is the limitation for what the CEO position could be paid or are there other monies that could be drawn against to which Mr. Freeman responds the number recommended by the Governor in the budget line for personnel costs would cover a salary of \$200,000 plus benefits. Mr. Scoggin then asks if the Board were to reduce or eliminate a position could the funds from that position then be directed to another position to which Mr. Freeman answers in the affirmative through ongoing salary savings, attrition or other savings.

Board member Soltman then asks how the proposed salary amount was determined to which Deputy Chief of Staff and Senior Assistant for Education and Government Services for Governor's Office, Ms. Marilyn Whitney responds through considerable discussions with different individuals from different arenas. She continues the Governor's Office also considered similar positions from across the country and the salary ranges for these positions and then put them into context of what could be feasible in the State of Idaho. Finally, Ms. Whitney states the proposed CEO salary would be highest paid position for any agency staff position outside of the higher education institutions.

Dr. Clark then shares with Board members there has been a tremendous amount of work behind the scenes with the Governor's office and leadership to develop the proposed legislation and to draft the legislation to be less directive than earlier versions of the proposal to fulfill what Governor Otter shared with the Board in terms of flexibility.

At this time Board member Atchley asks how the Board or Governor's office can justify paying considerably more for the proposed CEO position than the current Executive Director who has many more years of experience. To this, Dr. Clark responds it was the recommendation of the Governor's Higher Education Task Force (Task Force) for the Board to undertake significant action in terms of the consolidation of back office functions at the State's colleges and universities. She continues it was recognized by the Task Force the individual needed to direct this type of work would have a very specific skill set and the amount of work needed to undertake this level of change cannot and should not be added to the workload of existing Board staff. Dr. Clark then states the work the Board is currently engaged in must go forward and it is up to the Board to discuss and determine what the structure of Board staff should look like moving forward. Board member Scoggin then comments the proposed CEO position requires a different skill set, which requires additional compensation. He continues the recommendation from the Task Force is a big job and the Board must lure someone who has the experience with this type of work and these individuals are in high demand.

BOARDWORK
FEBRUARY 14, 2018

Board member Critchfield then asks, pending a decision from the Board today, what are the next steps moving forward to which Dr. Clark responds the legislation must follow the regular legislative process for approval and funding.

Board member Scoggin then comments in the Governor's State of the State Address the Governor had recommended the Board work with a consultant versed in this type of work and if the Board has requested funds for this consultant. Dr. Clark responds a line item request of \$500,000 has been submitted to support the work of this type of consultant and that the Board will be working with the Division of Human Resources on the job description for the CEO position.

Board member Westerberg then states his appreciate for the flexibility in the proposal for the Board to write the job description and sequence of how to move forward. He continues the work to fulfill the CEO position has been allocated to the Board and this is the right place for these decisions to be made, however, there is a lot of work on the part of the Board in order to achieve this ultimate recommendation of the Task Force. Dr. Clark then comments there are very high expectations of the Board with regard to "systemness" and how to identify places of duplication and reallocate those funds to support Idaho students. She continues this is what the work of the Board is about and the Board dare not lose sight of this. Finally, Dr. Clark states this is a very heavy lift and will require serious, hard work on the part of the Board and very quickly.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Westerberg/Critchfield): To adjourn the meeting at 1:46 pm MST. The motion carried 8-0.

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WORK SESSION
FEBRUARY 14, 2018

SUBJECT

Education to Workforce Alignment

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objectives A, Access and C, Higher Level of Educational Attainment.

Goal 2: Innovation and Economic Development, Objectives A, Workforce Readiness and D, Education to Workforce Alignment.

BACKGROUND/DISCUSSION

The Board's strategic plan envisions a seamless public education system that results in a highly educated citizenry. Goal 2 of the Board's strategic plan focuses on an education system that provides an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas, delivers relevant education that meets the needs of Idaho and the region and prepares students to efficiency and effectively enter and succeed in the workforce.

The Idaho Technology Council (ITC) is a member-driven organization made up of partners from companies that range from new startups to large corporations, all committed to the success of Idaho's technology ecosystem. The ITC, brings together industry, education, research, investment, and government throughout the state with a focus on workforce development and the increasing the talent pipeline with the end goal of growing more high-paying, quality jobs for the people of Idaho. The ITC has been a long standing partner that has supported Board initiatives from higher education research to increased access to computer science education in the K-12 educations portion of the pipeline. Jay Larsen, Executive Director, will discuss technology trends in Idaho, the importance of Idaho's education system producing an entrepreneurial and prepared workforce for Idaho's growing economy.

The Treasure Valley Education Partnership (TVEP) engages and coordinates community partners and resources across the Treasure Valley in order to align efforts around common goals. TVEP mission is to advance a world class education system in the Treasure Valley. By uniting and focusing the strength of multiple partners, TVEP aspires to achieve systems change and improve student outcomes in a measurable and lasting way, from the cradle to career. The Treasure Valley Education Partnership conducts a senior exit survey, Jessica Ruehrwein, Executive Director will present the results of their survey as a discussion point for areas of collaboration and improvement of Idaho's education pipeline.

IMPACT

The purpose of the presentations is to generate a discussion around the alignment with Idaho's education system and Idaho's workforce needs.

**WORK SESSION
FEBRUARY 14, 2018**

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the presentation and discussion with ITC and TVEP the Board has been provided with the preliminary result of the Secondary Counselor Survey conducted by the Board Office. The survey looks at perceptions of secondary school counselors and their work in supporting students to plan and prepare for college and careers after high school.

ATTACHMENTS

Attachment 1 – Idaho Technology Council Presentation	Page 3
Attachment 2 – Treasure Valley Partnership Presentation	Page 21
Attachment 3 – Preliminary Findings – School Counselor Survey	Page 28

BOARD ACTION

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

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	EVERY STUDENT SUCCEEDS ACT – CONSOLIDATED STATE PLAN AMENDMENTS	Motion to Approve
3	EDUCATOR CERTIFICATION - PRAXIS II CONTENT AREA CUT SCORES	Motion to Approve
4	SCHOOL COUNSELOR EVALUATION	Motion to Approve
5	INSTRUCTIONAL STAFF CERTIFICATE - DANCE ENDORSEMENT	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018**

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:

- Certification Look Up Tool

ATTACHMENTS

Attachment 1 – Certification Look Up Tool

Page 3

BOARD ACTION

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

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018**

SUBJECT

Every Student Succeeds Act Consolidated State Plan

REFERENCE

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
April 2016	Board received an update on the work of the Board's Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting effective teachers in Idaho.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
Idaho Administrative code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective A, Access, Objective C, Higher Level of Educational Attainment, and Objective D, Quality Education.
Goal 3: Data-informed Decision Making, Objective A, Data Access and Transparency.
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

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BACKGROUND/DISCUSSION

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaces the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind expired in 2014.

ESSA requires each state to submit a consolidated plan to the USDOE to reapply to federal education funds and explain to the USDOE how the state will be in compliance with ESSA. The first deadline for plan submission was in April 2017, and the second deadline was in September 2017. The required components of Idaho's consolidated plan have gone through several changes as Obama-era regulations were finalized and then repealed by the Trump administration, which has also released new guidance to states.

The State Department of Education (Department) brought the draft consolidated plan to the State Board of Education (Board) for preliminary discussion in June. In July, the department continued to seek public input through a final public comment period. During this time, the Department continued to receive feedback from the USDOE and monitored how plans submitted by other states were assessed by federal peer reviewers and USDOE staff. These discussions led to several substantive changes in Idaho's final plan.

The board approved Idaho's Consolidated Plan on August 10, 2017, and the plan was submitted to USDOE on September 16, 2017, signed by Superintendent Ybarra, Board President Clark, and Governor Otter. On December 28, 2017, representatives from the Department and the Board joined USDOE representatives on a conference call to receive feedback on the submitted plan. The USDOE shared the desire to see several technical corrections and additional detail added to Idaho's state plan.

Within the USDOE's feedback, three (3) issues emerged as items of discussion as the plan was revised. Those were the state's 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 indicator would be used for identification for every school.

Since then, the representatives from the Department and the Board have collected feedback on those three most significant items while Department staff have made technical edits. Feedback events included a meeting with stakeholders on January 8, 2018 and a webinar on January 18, 2018. Department and Board representatives met twice to review progress – on January 16, 2018 and January 24, 2018. On January 29, 2018, the revised "redline" version of the plan was finalized for approval by the Board.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018**

IMPACT

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately \$82 million from the federal government to support public K-12 education. Approval by the Board, as the State Educational Agency will allow the plan to be resubmitted to USDOE.

ATTACHMENTS

Attachment 1 - Every Student Succeeds Act Consolidated State Plan	Page 5
Attachment 2 - N Size Analysis for ESSA Feedback	Page 123
Attachment 3 - Accountability Options Survey Responses and Comments	Page 124
Attachment 4 – List of requested corrections/amendments	Page 128

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting.

Following the initial submittal of Idaho's Consolidated State Plan, USDOE provided feedback to the Department of Education in late December, requesting amendments be made to add more specificity in some areas and to bring the plan into alignment with all of the provisions of ESSA in other areas, along with additional technical changes. In addition to adding greater clarification of the original plan provisions, substantive changes include:

- A single defined N size for all indicators used – the new proposed N-size is $N \geq 20$
- Identifying baseline, long-term goals, and interim targets for all subgroups
- Both ISAT proficiency and growth must be used as academic achievement indicators, not either/or. This change is in alignment with the requirements in IDAPA 08.02.03.
- The 4 year adjusted cohort graduation rate must be used. This change is in alignment the requirements in IDAPA 08.02.03.

A complete list of the requested changes from the USDOE is listed in Attachment 4. Due to the late submittal of the plan Board staff were unable to review and provide a complete summary of amendments.

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BOARD ACTION

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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018**

SUBJECT

Adoption of Praxis II Tests and Idaho Cut Scores

REFERENCE

October 2017 Board directed the Professional Standards Commission to evaluate and recommend additional state-approved assessments and update qualifying scores on the existing Praxis II assessments

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
Idaho Administrative code, IDAPA 08.02.02.018.01 - Content, Pedagogy and Performance Assessment

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

In accordance with IDAPA 08.02.02.015.01.d, one of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought. Each candidate must meet or exceed the state qualifying score on the State Board approved content area assessments. Praxis II – Subject Assessments have been selected as the State Board approved content area assessments.

At its October 19, 2017, meeting, the State Board of Education 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.

During its November 2017 meeting, the PSC reviewed the existing Praxis II assessments and cut scores and voted to recommend approval of the Praxis II assessments and cut scores indicated in Attachment 1. In future meetings, as the PSC evaluates additional options, it will make recommendations to the State Board of Education for additional assessments and qualifying scores.

IMPACT

This will ensure compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments & Cut Scores

Page 3

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STAFF COMMENTS AND RECOMMENDATIONS

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. 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 Department has been using updated cut scores for the PRAXIS II; however, they were not brought to the Board for approval. To be compliant with Idaho law qualifying scores on state approved content, pedagogy or performance assessments must be approved by the Board. To correct this discrepancy the Board requested Department staff work with the PSC to bring forward the PRAXIS II qualifying scores for Board approval.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

School Counselor Evaluation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.120, Local District Evaluation Policy
– Teacher and Pupil Personnel Certificate Holders

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education

Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

The question has been posed, "What do school counselors do?" The more important question is, "How are students different as a result of what school counselors do?" To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model, which is a framework for a comprehensive, data-driven school counseling program.

Idaho does not currently have a single standardized job description or rubric evaluation for Idaho's school counselors. As a result, feedback from the field indicates that many administrators are unclear on the roles and responsibilities of the school counselor. Without a consistent evaluation mechanism reflective of best practices, teacher evaluations and other evaluations are commonly used to evaluate school counselors. Evaluations that do not accurately reflect the scope of the counselor's work are not the best tool to provide feedback of value to the counselor.

To meet the evaluation needs of school counselors, the Idaho School Counselors Association has created the Idaho School Counselor Job Description and Rubric Evaluation (Draft). Based on the ASCA National Model of best practices throughout the United States, the Draft directly reflects and measures the roles and responsibilities of a school counselor. The Draft is aligned with the Danielson model and is the result of over four (4) years of workshops, feedback and support from practitioners, the State Department of Education and education stakeholder groups.

This Draft includes measurement of career and college readiness, to include career technical education, academic needs, and social/emotional skills for all students Kindergarten through grade 12. Other measurements include advanced opportunities/dual credits. Anticipated outcomes from the adoption of this Draft include increased graduation rates, "Go-On" rates, and post-secondary completion rates.

The master's level degree for school counselors requires the ASCA National Model to be a part of the course curriculum. In Idaho, universities that utilize the Council

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for Accreditation of Counseling and Related Educational Programs require a minimum of 60 graduate-level credit hours for the degree. All school counselors trained in the state of Idaho are familiar with the ASCA National Model Program, as it is a standard of instruction for master’s level school counseling degrees.

IMPACT

School counselor evaluations aligned to national standards will appropriately inform performance and drive continuous improvement. This will contribute to the quality of comprehensive school counseling programs and increase high school graduation rates, “Go-On” rates, and postsecondary completion.

With the State Board of Education’s recognition that the Draft meets the requirements of IDAPA 08.02.02.120, local education agencies will be assured that the school counselor evaluation is compliant with rule.

ATTACHMENTS

Attachment 1 – Job Description	Page 3
Attachment 2 – Evaluation	Page 5
Attachment 3 – Rubric-Danielson Crosswalk	Page 10
Attachment 4 – Development Timeline	Page 18
Attachment 5 – ASCA Research	Page 20
Attachment 6 – Effectiveness Research	Page 30
Attachment 7 – Executive Summary	Page 31
Attachment 8 – Counselor Survey	Page 35
Attachment 9 – Evaluation Feedback	Page 37

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.120 establishes the statewide framework for educator evaluations. For pupil service staff, the evaluation standards must be aligned with the profession’s national standards. Pupil service staff positions include school counselors, school nurse, school psychologist, audiologists, and speech language pathologist. The standards used for the various types of pupil service staff are left to the discretion of the school districts as long as they are researched based and aligned with the professions national standards.

BOARD ACTION

I move to recognize that the evaluation model meets the requirements of IDAPA 08.02.02.120.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018**

SUBJECT

Instructional Staff Certificate – Dance Endorsement

REFERENCE

December 2017 Board listened to comments from individuals supporting the creating of a Dance Endorsement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures
Section 33-1254, 33-1258, and 33-114, Idaho Code
IDAPA 08.02.02 - Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing 20 percent of the Idaho Standards for Initial Certification of Professional School Personnel and the endorsement language in IDAPA 08.02.02. Occasionally, the PSC recommends the creation of new standards and endorsements, as needed.

On March 10-11, 2016, the PSC convened a team of stakeholders to review the teacher preparation standards and endorsements for visual/performing arts. The review team requested the PSC consider the creation of dance standards and a dance endorsement, as the team felt dance was the only art form without separate standards and its own endorsement. Currently, teaching dance in Idaho schools requires either an All Subjects K/8 or Physical Education endorsement.

The PSC reviewed the visual/performing arts standards and endorsements at its March 31-April 1, 2016, meeting. They considered that team's recommendation to convene a group of dance content area experts to consider the creation of a dance endorsement and preparation standards. The PSC recommended that the Department of Education follow through on convening that group of content experts.

On October 20-21, 2016, a team of dance content experts met to draft teacher preparation standards and an endorsement for dance. The team was diligent and thoughtful in creating a draft of standards and endorsements for dance teachers.

At its January 19-20, 2017, meeting the PSC reviewed the draft of standards and the endorsement created by the dance team and considered creating a stand-alone dance endorsement in Idaho. The expectations and criteria to actually be awarded a dance endorsement were clearly defined in the draft. There was

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extensive discussion regarding the impact of offering such an endorsement in the state. Discussion included the possibility of drawing elementary education majors away from selecting a content endorsement in middle school and the question of whether there is an actual need for this endorsement in Idaho school districts. Following all discussion, PSC members voted to reject the creation of a dance endorsement and accompanying dance standards.

The PSC received a number of requests to review the recommendation again and did so at its September 14-15, 2017, meeting. As there is no other route to appeal the PSC decision to reject the creation of dance standards and endorsement, the PSC determined it would provide its recommendation to the State Board of Education (Board) to reject the creation of stand-alone standards and an endorsement for dance, to allow the Board to make the final decision on this matter.

In January 2018, superintendents and charter school administrators received a survey regarding the proposed dance endorsement. There were 62 responses to the survey. Ninety percent (90%) of those who responded indicated that they did not have a need for a teacher to hold an endorsement in dance. Seventy-five percent (75%) indicated they would not like the addition of a dance endorsement. The survey responses are included in Attachment 5.

IMPACT

Approving the addition of dance teacher preparation standards would potentially have a positive impact on a few art or magnet schools in Idaho with dance programs. The negative impact could be that teacher preparation candidates would choose to add a dance endorsement to their certificates, rather than a needed content endorsement. Holding a dance endorsement would not increase employability in most Idaho schools, as it would only allow the individual to teach dance, and not physical education, which is a higher need in most Idaho schools.

ATTACHMENTS

Attachment 1 – Dance Draft Standards	Page 5
Attachment 2 – Dance Draft Endorsement Language	Page 11
Attachment 3 – Dance Standards Rationale from Team	Page 12
Attachment 4 – Dance Advocate Correspondence	Page 13
Attachment 5 – Dance Endorsement Survey Responses	Page 31

STAFF COMMENTS AND RECOMMENDATIONS

Currently the Dance Content Standards are a subsection of the Idaho Content Standards for Humanities. The entire process for the adoption of content standards, initial certification standards and individual endorsements are as follows:

1. Content standards are developed, adopted by the Board and then go through the rule promulgation process.

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2. Initial certification standards are developed and recommended by the Professional Standards Commission to the Board (based on the content standards). Once adopted by the Board they are incorporated by reference into the Idaho Standards for the Initial Certification of Professional School Personnel, and endorsement language is added to IDAPA 08.02.02 through the rule promulgation process.
3. Once the standards for initial certification have been adopted and incorporated by reference into administrative code, the educator preparation programs have two years to start producing candidates based on the new standards. In the case of standards for a specific content area leading to a specific endorsement, each educator preparation program has the option to create a program specific to that endorsement. Educator preparation programs are not required to have programs that lead to all of the endorsements specified in administrative code.
4. If an institution chooses to create a new program specific to a new content area, that program must then go through the Board's program approval processes.

The Dance content standards are imbedded in the Humanities content standards, so all individuals with an Instructional Certificate and either a K-8 All Subjects or a Humanities endorsement may teach Dance.

The Professional Standards Commission reviews and recommends amendments to the Initial Certification Standards on a rotating basis, resulting in 20% of the standards being reviewed each year. Should the Board choose to reject the recommendation from the Professional Standards Commission, Department staff could then be directed to include the attached Dance standards, endorsement and 2018 amendments to the Initial Standards for Certification. These standards would then be included in the 2018 rulemaking process and would come back to the Board for formal approval as a proposed and then pending rule. The rulemaking process allows for additional public comment prior to a final decision by the Board.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to reject the creation of a dance endorsement and accompanying dance standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**CONSENT
FEBRUARY 15, 2018**

TAB	DESCRIPTION	ACTION
1	AUDIT – AUDIT COMMITTEE MEMBER APPOINTMENT	Motion to Approve
2	IRSA – WWAMI ADMISSIONS COMMITTEE APPOINTMENT	Motion to Approve
3	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Information item
4	SDE –EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve
5	SDE – BOISE STATE UNIVERSITY PROPOSED SPECIAL EDUCATION DIRECTOR ENDORSEMENT PROGRAM	Motion to Approve

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CONSENT
FEBRUARY 15, 2018

SUBJECT

Appointment of Johanna Hale to Audit Committee

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures V.H.
Board Bylaws I.F.4.b.

ALIGNMENT WITH STRATEGIC PLAN

Audit Committee membership is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Board Bylaws provide that the Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent, non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. Members may be reappointed. Johanna Hale, Director of Internal Audit at J.R. Simplot Co., has been nominated to replace Brent Moylan, who recently resigned from the Committee. Ms. Hale's curriculum vitae is provided at Attachment 1.

IMPACT

Ms. Hale is well-qualified to serve as a non-Board member of the Audit Committee, and should be an excellent addition to the team. The Audit Committee reviewed the candidate's credentials, met with the candidate, and confirmed that she will meet the requirements established for Committee members within Board bylaws, including:

No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board.

The Audit Committee members voted unanimously to recommend Ms. Hale's appointment to the Committee.

ATTACHMENTS

Attachment 1 – Johanna Hale Bio

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the appointment of Ms. Hale as a non-Board member of the Audit Committee.

CONSENT
FEBRUARY 15, 2018

BOARD ACTION

I move to appoint Johanna Hale as a non-Board member of the Audit Committee for a three (3) year term commencing February 15, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
FEBRUARY 15, 2018

**IDAHO WWAMI MEDICAL EDUCATION PROGRAM/UNIVERSITY OF WASHINGTON
SCHOOL OF MEDICINE**

SUBJECT

WWAMI Admissions Committee Appointment

REFERENCE

February 16, 2012	Office of State Board of Education confirmed proposed WWAMI Admissions Committee members, Dr. Rodde Cox and Dr. Kelly Anderson to serve a three-year term, renewable once for an additional three-years.
May 20-21, 2015	Office of State Board of Education confirmed proposed WWAMI Admissions Committee member, Dr. Lance Hansen to serve a three-year term, renewable once for an additional three-years.
April 19, 2017	Office of State Board of Education confirmed proposed WWAMI Admissions Committee members, Dr. Robert McFarland and Dr. Jennifer Gray to serve a three-year term, renewable once for an additional three-years.

ALIGNMENT WITH STRATEGIC PLAN

Idaho K-20 Public Education Strategic Plan Goal 2, Innovation and Economic Development, Objective D, Education to Workforce Alignment

BACKGROUND/DISCUSSION

WWAMI Contract dated October 14, 1975, which reads, "The University of Washington's Admissions Committee which reviews Idaho candidates shall include at least one member from Idaho who is mutually acceptable to the Idaho Board and to the University of Washington. The University of Washington will have final authority for acceptance or rejection of Idaho program candidates."

The Idaho WWAMI Admissions Committee consists of four physicians from Idaho who interview Idaho students interested in attending the University of Washington School of Medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the committee. Idaho physicians currently serving on the committee are: Dr. Rodde Cox of Boise, Dr. Lance Hansen of Montpelier, Dr. Robert McFarland of Coeur d'Alene, and Dr. Jennifer Gray of McCall. See committee member terms and rotation schedule in Attachment 2.

CONSENT
FEBRUARY 15, 2018

Dr. Rodde Cox of Boise will be replaced by Dr. Cynthia Robison Hayes of Boise.

The Idaho Admissions Oversight Nominating Committee consisting of the first-year Idaho WWAMI Director, the Idaho WWAMI Assistant Dean, Idaho State Board of Education Chief Academic Officer, the Idaho Admissions Committee Chair, and a member of the Idaho Medical Association Committee on Medical Education Affairs, reviewed the curriculum vitae (CV) of Dr. Hayes, taking into consideration, among other things, the desire for a geographically diverse committee membership, and a goal of not having more than one sub-specialist on the committee and unanimously support the appointment as a new member of the Idaho Admissions Committee.

IMPACT

Admissions interviews take place in Boise over two separate weeks January – March. It is imperative that the committee have the full four-person membership in place by July 2018 to allow Dr. Hayes time to orient and train prior to the beginning of interview season in January, 2019.

ATTACHMENTS

Attachment 1-Nomination Letter to ISBOE	Page 3
Attachment 2-Idaho WWAMI Admissions Committee Rotation Schedule	Page 5
Attachment 3-Cynthia Robison Hayes Curriculum Vitae	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move 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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
FEBRUARY 15, 2018

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institutions mission of educating students.

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 December 21, 2017 Board meeting. Since that meeting, Board staff has received twenty-four (24) permits from Boise State University, six (6) permits from Idaho State University and six (6) 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.

CONSENT
FEBRUARY 15, 2018

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**CONSENT
FEBRUARY 15, 2018**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2016	Board approved six (6) provisional certificates for the 2016-17 school year.
February 2017	Board approved seventeen (17) provisional certificates for the 2016-17 school year.
April 2017	Board approved three (3) provisional certificates for the 2016-17 school year.
June 2017	Board denied one (1) provisional certificate for the 2016-17 school year.
October 2017	Board approved four (4) provisional certificates for the 2017-18 school year.
December 2017	Board approved seventeen (17) provisional certificates for the 2017-18 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

Seven (7) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter 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.

Boundary County School District #101

Applicant Name: Westbrook, Kristina

Content & Grade Range: All Subjects K-8

Educational Level: AA – General Studies 5/2016

Declared Emergency: November 13, 2017, Boundary County School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

CONSENT
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Summary of Recruitment Efforts: Boundary County School District had a teacher resign 10/9/2017 due to family matters. They brought in a long term sub, Ms. Westbrook. She was interested in certification and has enrolled in a program at Lewis Clark State College. She is scheduled to do her student teaching in Fall 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Boundary County School District's request for Kristina Westbrook without reservation.

Emmett School District #221

Applicant Name: Morrison, Shelbi

Content & Grade Range: Special Education Consulting Teacher K-12

Educational Level: MA – Special Education 8/2017, BA – Psychology 6/2011

Declared Emergency: October 12, 2017, Emmett School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Due to an increase in student behavioral concerns and needs in both general and special education, Emmett School District has created a new position called Behavior Intervention Specialist. After review with Dr. Charlie Silva, it was agreed that the responsibilities match that of the Special Education Consulting Teacher endorsement. Dr. Silva confirmed that this endorsement does not allow the candidate to instruct students. She further added that the district and candidate need to familiarize themselves with billing requirements in the School Based Medicaid Handbook and the Idaho Training Clearinghouse.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Emmett School District's request for Shelbi Morrison without reservation.

Idaho Science and Technology Charter School #468

Applicant Name: Lee, Shanna

Content & Grade Range: All Subjects K-8

Educational Level: BA, Health/PE 1992

Declared Emergency: July 10, 2017, Idaho Science and Technology Charter School Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Idaho Science and Technology Charter had 4 vacancies to start the year. Ms. Lee holds a bachelor's degree and is willing to enroll in ABCTE for Summer 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Idaho Science and Technology Charter School's request for Shanna Lee without reservation.

Idaho Science and Technology Charter School #468

Applicant Name: Paxman, Rachelle

Content & Grade Range: All Subjects K-8

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Educational Level: BA, Recreational Management, minor Psychology
Declared Emergency: July 10, 2017, Idaho Science and Technology Charter School Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Idaho Science and Technology Charter had 4 vacancies to start the year. Ms. Paxman holds a bachelor's degree and is willing to enroll in ABCTE for Summer 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Idaho Science and Technology Charter School's request for Rachelle Paxman without reservation.

Joint School District #002

Applicant Name: Kehn, Rebecca

Content & Grade Range: Health 5-9

Educational Level: MA in Teaching, BA - English, currently certified English 6-12

Declared Emergency: December 12, 2017, Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Joint School District #2 received the resignation of a teacher on July 4, 2017. The schedule was filled with current staff. Ms. Kehn was the most qualified. There is no intention of a plan that would lead to a Health endorsement at this time.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Joint School District #002's request for Rebecca Kehn without reservation.

Kimberly School District #414

Applicant Name: Mueller, Rachelle

Content & Grade Range: All Subjects K-8

Educational Level: BS - Radio/TV/Digital Media Prod, minor Art 12/2006

Declared Emergency: July 19, 2017, Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Rachelle was enrolled in ABCTE for the 2016-17 school year, but was unable to complete all of the components. After re-evaluation of her plan she has decided to change to Western Governors University. Unfortunately, she is unable to enroll in the teacher preparation program or obtain a plan until she completes pre-requisite coursework. She will work on pre-requisites this school year and anticipates enrollment for 2018-19 school year in the teacher preparation program.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Kimberly School District's request for Rachelle Mueller without reservation.

Wendell School District #232

CONSENT
FEBRUARY 15, 2018

Applicant Name: Mitchell, Danielle

Content & Grade Range: Mathematics 6-12

Educational Level: 42 credits based on August 2017 transcript

Declared Emergency: August 15, 2017, Wendell School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Wendell School District had three interviews. One candidate was certified but took another position within the district. The second applicant was certified but was not a good fit. Ms. Mitchell was the best fit for the district. She is currently enrolled in Western Governors University and will do her student teaching in January of 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Wendell School District's request for Danielle Mitchell 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. The two year minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, however, the intent of the two year requirement is that the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students.

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 ensure the applications are complete. The Professional Standards Commission

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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.

BOARD ACTION

I move 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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve a one-year emergency provisional certificate for Kristina Westbrook to teach All Subjects grades kindergarten through eight (8) in the Boundary County School District #101 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Shelbi Morrison to serve as Special Education Consulting Teacher grades kindergarten through twelve (12) in the Emmett School District #221 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Shanna Lee to teach All Subjects grades kindergarten through eight (8) in the Idaho Science and Technology Charter School #468 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Rachelle Paxman to teach All Subjects grades kindergarten through eight (8) in the Idaho Science and Technology Charter School #468 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve a one-year emergency provisional certificate for Rebecca Kehn to teach Health grades five (5) through nine (9) in the Joint School District #002 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Rachelle Mueller to teach All Subjects grades kindergarten through eight (8) 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 Danielle Mitchell to teach Mathematics grades six (6) through twelve (12) in the Wendell School District #232 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Special Education Director Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section 33-114 and 33-1258, Idaho Code

Idaho Administrative code, IDAPA 08.02.02.100-Official Vehicle for the Approval of Teacher Education Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education

Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Special Education Director endorsement program proposed by Boise State University (BSU). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho School Administrator Standards and the Special Education Director Standards would be met and/or surpassed through the proposed program.

During its September 2017 meeting, the PSC voted to recommend Conditional Approval of the proposed Special Education Director endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Special Education Director endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho educator certification, BSU must have all new programs reviewed for State Board approval.

ATTACHMENTS

Attachment 1 – BSU Special Education Director New Program
Proposal Packet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional

CONSENT
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Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Special Education Director endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY ANNUAL PROGRESS REPORT AND TOUR	Information Item
2	IDAHO DIGITAL LEARNING ACADEMY - ANNUAL REPORT	Information Item
3	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND - ANNUAL REPORT	Information Item
4	IDAHO PUBLIC CHARTER SCHOOL COMMISSION - ANNUAL REPORT	Information Item
5	TEACH FOR AMERICA UPDATE	Information Item
6	APPLY IDAHO UPDATE	Information Item
7	2018 LEGISLATIVE UPDATE	Information Item
8	STATE BOARD OF EDUCATION STRATEGIC PLAN	Motion to Approve
9	HIGHER EDUCATION TASK FORCE – IMPLEMENTATION UPDATE	Information Item
10	PUBLIC SCHOOLS ACCOUNTABILITY - TRAJECTORY GROWTH MODEL	Motion to Approve
11	WESTSIDE SCHOOL DISTRICT – MASTER TEACHER PREMIUM PLAN	Motion to Approve

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objectives A, Access and C, Higher Level of Educational Attainment.

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

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

This year's report also includes an update on Program Prioritization efforts at Boise State, per the Board's request.

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – BSU February 2018 Progress Report Summary

Page 3

BOARD ACTION

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

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IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-5501, Idaho Code
Idaho Administrative code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning, an annual report is required to be submitted each year to the State Board of Education. This report will include Accreditation, Acceptable Use, and the Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards and the increased demand from colleges and industry.

IMPACT

Idaho Digital Learning Academy served 27,631 enrollments for 2016-2017, which is an 8% increase from 2015-2016. Ninety-nine percent of the school districts in Idaho participated in 2016-2017. The number one reason for taking Idaho Digital Learning Academy courses is that classes are not offered locally. Other reasons include: scheduling conflicts, advanced placement, dual credit, early graduation, foreign languages, and credit recovery.

ATTACHMENTS

Attachment 1 – Idaho Digital Learning Fee Policy	Page 3
Attachment 2 – Idaho Digital Learning Acceptable Use Policy	Page 5
Attachment 3 – Accreditation Confirmation	Page 7

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind (IESDB) Annual Report

REFERENCE

August 2013	IESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2015	IESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2016	IESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2017	IESDB Provided the Board with report updating the Board with current progress of the Bureau

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-3405(4) and 33-3411, Idaho Code, Idaho State Bureau of Educational Services for the Deaf and the Blind,

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

Pursuant to Section 33-3405(4), Idaho Code, the administrator of IESDB shall make an annual report of the bureau's activities to the State Board of Education at a time and in a format designated by the Board. While IESDB was moved out from the Board's direct governance in 2009, the Board retains rulemaking authority for education services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind.

ATTACHMENTS

Attachment 1 – IESDB 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
FEBRUARY 14, 2018**

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

SUBJECT

Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission (Commission) Director Tamara Baysinger will update the Board on the status of the Commission's portfolio schools and the ongoing implementation of best practices in authorizing public charter schools.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, creates the Public Charter School Commission (Commission), and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible for the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the Commission. Staff assigned to the Commission are part of the Office of the Board of Education staff. The Director for the Commission, Tamara Baysinger, serves as the Executive Director's designee.

In addition to acting as an independent authorizer for public charter schools, the Commission also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Baysinger will provide the Commission's annual update to the Board on the status of the Commission's portfolio schools and implementation of the charter school performance certificates.

BOARD ACTION

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

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TEACH FOR AMERICA - IDAHO

SUBJECT

Teach for America in Idaho – Progress Report

REFERENCE

June 2013 Board conditionally approved Teach for America as non-traditional route to teacher certification.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 through 1207, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.042.03 – Alternate Routes to Certification – Non-Traditional Route to Teacher Certification.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

Teach for America (TFA) expanded to Idaho in 2015. The organization recruits high achieving, recent college graduates to serve as teachers in low income urban or rural school districts. Referred to as corps members, TFA teachers serve a two-year term as a teacher. After their two-year commitment, corps members make the decision regarding their next career. In Idaho, 72% of the over 50 alumni have chosen to continue working in education in Idaho.

Leading up to their time in the classroom, corps members in Idaho participate in a thorough preservice training program developed and implemented in partnership with Boise State University. Upon placement in the classroom, corps members receive regular professional development in addition to school district or charter school professional development programs.

Currently, TFA-Idaho partners with seven western Idaho rural school districts and two charter schools. There are 32 corps members teaching in classrooms among those school districts and charter schools, with most of them teaching in STEM and special education classrooms.

The presentation will provide an overview of TFAs preservice and professional development program for its corps members, along with measurable outcomes in the student performance and identify opportunities for TFA to work with the State Board and State Department to address teacher training and teaching in high needs areas.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

IMPACT

This item will provide an update on Teach for America – Idaho’s work as a non-traditional route to teacher certification in Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

The Board is responsible for approving all educator preparation programs in Idaho. Currently there are two Board approved non-traditional preparation programs, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). All non-traditional programs must meet the same educator preparation standards as traditional programs. Prior to any programs approval, the program is reviewed for alignment to these programs.

Current practice is for the Professional Standards Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is typically scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program. Teach for America was given conditional approval by the Board as a non-traditional program at the June 2013 Regular Board meeting. The program has not had an on-site review to date and is still operating under the original conditional approval.

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

SUBJECT

Apply Idaho Report

REFERENCE

June 2017

Board received an update on Next Steps Idaho and early work on a single application as part of the Work Session.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education

Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

In early 2015, Board staff began working on an updated version of a common application that could be used at any of Idaho's public institutions. Prior to this time, the four-year institutions and Eastern Idaho Technical College, were required to use a common application that was developed in conjunction with the Board office. With the increase of technology and the move to on-line applications the institutions had maintained the common "paper" application, however, the on-line application forms differed widely. After Direct Admissions launched in the fall of 2015, the direction of the Idaho common application was changed to better align with the Direct Admissions initiative.

Apply Idaho, a new electronic common application, was launched September 22, 2017. This new application provided a streamlined process for graduating seniors to apply to all of our public institutions through a single application. Through Apply Idaho much of the required data in the application would be pulled from the Educational Analytics System of Idaho, the statewide longitudinal data system. Students may select which institutions they were interested in attending and the data is then sent to those public postsecondary institutions.

IMPACT

The attached report will help to inform on the work being done by Board staff and provide an opportunity for additional direction.

ATTACHMENTS

Attachment 1 – Apply Idaho Report

Page 3

Attachment 2 – Institution Supplemental Questions

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Feedback on Apply Idaho was solicited from students, counselors, site coordinators of College Application Week, and the admissions offices of the public postsecondary institutions. The response towards Apply Idaho has been positive. More than 8,700 students have submitted more than 22,000 applications. In high schools where more than 10 students are enrolled, 14 high schools had more than

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90% of their senior class apply through Apply Idaho. Many of the larger high schools participated in Apply Idaho and 25 high schools had more than 100 students submit applications through Apply Idaho.

During this first year there was some confusion around the process and whether a student should apply directly through an institution's website or through the Apply Idaho application. Counselors reported that in some instances, institution staff indicated students would need to reapply through the institution's website or after completing the application through Apply Idaho students were requested to complete additional supplemental questions before the institutions would consider their applications. Five of the eight institutions required supplemental questions which were sent out to the students. The students were then required to complete the supplemental questions before the institution would consider their application complete. This caused confusion among some students and counselors because they believed Apply Idaho was a complete and total application process. Board staff is working with the institutions to continue to streamline the process in hopes of eliminating barriers for students to enter postsecondary education.

BOARD ACTION

This item is for informational purposes. Any action will be at the Boards discretion.

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SUBJECT

2018 Legislative Update

REFERENCE

June 2017	The Board approved legislative ideas for the 2018 legislative session.
August 2017	The Board approved 2018 legislation, including drafted language.
January 18, 2018	The Board approved support of two additional pieces of legislation regarding the hiring of executive staff by the Board and a framework establishing sideboards to dual credit courses paid for by the state.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2018 legislative session. To date, the Board -approved twelve (12) bills and supported two (2) additional pieces of legislation for the 2018 legislative session.

Following is a list of where each bill considered by the Board is in the process:

Board Submitted Bills:

- RS 25660 - Agricultural College Endowment (501-01) – Awaiting print hearing in House Agricultural Affairs Committee
- RS 25661 - College of Agriculture Seed Certification (501-07) – Pulled at the direction of the Governor’s office pending additional work with stakeholders on broader changes
- RS 25663 - School District Employee Personnel Files (500-05) – House Education Committee – voted not to introduce
- RS 25694 - Career Technical Public School Funding (501-10) – Pending Print Hearing in Senate Education Committee
- SB 1210 - Eastern Idaho Technical College Repeal – Passed Senate 35-0-0 Vote, Pending Hearing - House Education Committee
- SB 1211 - Professional Standards Commission – Clarification (500-07) – Introduced Senate Education Committee - Pending Bill Hearing
- SB 1212 - Definition of Career Technical Education (501-11) – Pending Bill Hearing – Senate Education Committee (scheduled 2/6/17)
- SB 1221 - Transfer and Articulation – General Education Credits (501-05) – Pending Bill Hearing – Senate Education Committee
- SB 1222 - Career Technical Education Secondary Program Incentive Funding (501-21) – Passed the Senate 33-0-2 Vote, Pending Hearing House Education Committee
- HB 365 - Liquor Account Community College Distribution (501-23) – House State Affairs – do pass recommendation, House 2nd Reading Calendar
- HB 366 - Worker Compensation for Work-Study Students (501-22) – Passed House 70-0-0 Vote, Referred to Senate Education

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- HB 367 - Public Postsecondary Education – Residency Determination (501-13) – Held in House Education
- HB 368 - Optional Retirement Plan – Postsecondary Education (501-08) – Sent to the Amending Order - House

Board Supported Bills:

- Executive Staff – Would authorize the Board to hire executive staff.
- Advanced Opportunities (RS25720) – Would require dual credit courses paid for by the state to be a core foundational course; a credit bearing 100 level course or higher; an elective course taken for the purpose of career exploration; or part of a postsecondary pathway toward earning a badge, certificate or degree.
- Opportunity Scholarship (RS25719) – Would allow up to twenty percent of the funds appropriated for the program to be awarded to adult students who have earned at least 24 credits and who are completing their first undergraduate degree or certificate.

IMPACT

This update provides the Board with the current status of Board approved and supported legislation and a list of all other education related legislation that has been introduced.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides the status of each bill, at the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting may also be discussed.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or feedback received on any of the Board approved legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

BOARD ACTION

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

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SUBJECT

2019-2024 (FY20-24) K-20 Education Strategic Plan

REFERENCE

February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan
February 2017	Board approved the FY18-FY22 K-20 Education Strategic Plan
June 2017	Board approved institution and agency FY18-FY22 Strategic Plans and tasked the Planning, Policy and Governmental Affairs Committee with evaluating and bringing back recommendations on the Board's required postsecondary system-wide performance measures
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration.
December 2017	Board discussed and requested additional changes to the Board's updated strategic plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Office of the State Board of Education, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

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Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

The strategic plan is broken out by high level goals that encompass the education system and more targeted objectives that are focused on progress toward these goals. Performance toward the objectives is then measured by the performance measures identified in the plan and benchmarks and performance targets set by the Board. Unlike a specific institution or agency strategic plan, movement toward the Board's goals depends on activities not only of the Board, but also actions of the institutions and agencies that make up Idaho's public education system (K-20).

In addition to the Board's K-20 Education strategic plan, the Board has a number of area-specific strategic plans and the Complete College Idaho plan. The Complete College Idaho plan is made up of statewide strategies that have been developed to advance the Board's strategic plan with a focus on moving the needle on the 60% benchmark for the educational attainment performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). Like the institution, agency, and special and health program strategic plans, the Board's Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan are all required to be in alignment with the Board's overall K-20 Education Strategic Plan.

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IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – FY2019-2023 State Board of Education Strategic Plan – Executive Summary	Page 5
Attachment 2 – FY2019–2023 State Board Education Strategic Plan – Clean Version	
• Goals/Objectives	Page 6
• Performance Measures and Benchmarks	Page 7
Attachment 3 – FY2019–2023 State Board Education Strategic Plan – Redlined Version	Page 12
Attachment 4 – Strategic Planning Requirements	Page 27

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The institutions and agencies bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The amendments to the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. The amendments proposed during the 2016 review cycle focused on updates to the performance measures benchmarks that were reached during the previous year. Amendments for the current cycle incorporate recommendations from the Governor's Higher Education Task Force pertaining to the restatement of the State's Educational Attainment performance measure and benchmark (commonly referred to as "the 60% goal"), added focus on measures that will show the impact of implementation of the Complete College America "Game Changers" and additional amendments stemming from the August 2017 Regular Board meeting Work Session discussion. The strategic plan includes the restatement of the 60% educational attainment goal as a new Goal 1. The Planning, Policy and Governmental Affairs Committee asked the Institutional Research Directors to take a first stab at recommending interim measures of progress. The group met on

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December 8th to start the work, an update will be provided at the Board meeting on progress and timelines for establishing these performance targets.

BOARD ACTION

I move to approve the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
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SUBJECT

Higher Education Task Force Recommendations – Implementation Progress

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...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
December 2017	Board approved implementation prioritization of the Higher Education Task Force recommendations at the committee level.

ALIGNMENT WITH STRATEGIC PLAN

Full implementation of the Higher Education Task Force (Task Force) Recommendations will impact all four of the Board's strategic plan goals.

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 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 increased progress in meeting the Board's 60% College Attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student 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. 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 identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed.

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At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to 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 assigned the task of prioritizing their assigned recommendations. Committee priorities were brought back to the Board for consideration at the regular December Board meeting. The Board approved all prioritization recommendations as submitted.

IMPACT

This item will inform the Board of the progress being made by each of the Board's standing committees on the implementation progress of the Task Force recommendations.

ATTACHMENTS

Attachment 1 – Recommendation Assignments

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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.

Many of the recommendations touching on the K-12 education portion of the pipeline will require administrative rule or Idaho Statute changes. Any recommendations contingent on amendments to administrative rule or Idaho Statute changes will have to be implemented in alignment with the rule promulgation or Executive Agency Legislation annual timelines.

Each of the committee chairs will give a brief status update or their assigned recommendations. As part of the planning and implementation process, the Board committees may create additional technical committees or workgroups. Any implementation work contingent on Board action will be brought back to the full Board for final action.

BOARD ACTION

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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SUBJECT

Public Schools Accountability – Trajectory Growth Model

REFERENCE

October 2015	The Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	The Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
April 2016	The Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	The Board approved proposed rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho
November 2016	The Board approved pending rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, IDAPA 08.02.03., Rules Governing Thoroughness, subsection 112
Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act.

BACKGROUND/DISCUSSION

The state public school accountability system is currently outlined in Administrative Code, IDAPA 08.02.03.112. Since the creation of the accountability provisions in 1997 there have been many changes at both the state and federal level. The changes at the federal level with the reauthorization of the Elementary Secondary Education Act through the Every Student Succeeds Act provided the state with the opportunity to develop a single accountability system that meets both the state and federal accountability needs.

The new public school accountability system approved by the board in August 2016, established three categories for schools to be grouped for accountability purposes as well as specific indicators for each group of schools. The measures that make up the framework are incorporated into the rule at the category level.

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The specific details around the growth model as a measure in K-8 schools must now be approved by the Board.

IMPACT

Approval of the growth toward proficiency trajectory will allow the Department to calculate ISAT growth toward proficiency starting with the 2017-2018 school year for the state accountability system.

ATTACHMENTS

Attachment 1 – Trajectory Model Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.112.02.ii, state accountability system includes an academic measure of ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.” The Department, working with Idaho’s Technical Advisory Committee, is proposing a three year growth trajectory model.

BOARD ACTION

I move to approve the ISAT growth toward proficiency model, calculating a three year growth trajectory for use in the state accountability system.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

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

REFERENCE

May 9, 2016	Board approved the Master Teacher Premium standards
August 10, 2017	Board approved final Master Educator standards, scoring rubrics and templates

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-1004I, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

Section 33-1004I, Idaho Code established the Master Teacher Premium in 2015 to recognize and financially reward outstanding instructional staff. In 2017, the Board proposed and the Legislature enacted changes to the premium, adding pupil service staff and renaming it the Master Educator Premium (Premium).

To be eligible for the Premium, educators must meet certain minimum requirements, as well as show evidence of mastery of instructional techniques and professional practices. Evidence may be shown through a process established by the State Board of Education (Board) or locally established processes approved by the Board. Those educators recognized as Master Educators will earn an additional \$4,000 per year for three years. Following the initial three-year period, educators are eligible to receive the Premium on an annual basis based on continued eligibility.

Pursuant to Section 33-1004I, Idaho Code, to qualify for the Premium, an educator must have a minimum of eight (8) years teaching experience (the three (3) years immediately preceding the award must be continuous). Additionally, for three (3) of the previous five (5) years of instruction, the educator must show:

1. Mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
2. Majority of students meeting measurable student achievement criteria.

The process/plan for educators to show evidence of mastery, if developed at the district level, must be developed by a committee of educators, administrators and stakeholders and be approved by the State Board.

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The West Side School District has submitted for review their plan for a local model of the Master Educator Premium. This model proposed minor modifications to standards 1 and 3, and adds an additional standard as follows:

Board Approved Component	Proposed Modification	Rationale
1.1 Influences decision-making as an advocate for students	1.1 Influences the school or district priorities	Our school community feels a strong need to stay focused on local priorities. We want educators to feel empowered to make changes beyond what they are currently doing. This is especially important as we are transitioning to multi-age classrooms and standards-based reporting in the elementary school, as well as competency-based education in our secondary schools. Teachers have led this change and need to continue to be leaders among their peers.
1.3 Provides leadership	1.3. Provides leadership and support	Teachers who are involved in mentoring and coaching colleagues exhibit teacher leadership. With the amount of significant change on our district's horizon and the need for best teaching practices, in addition to increased teacher expectations, these characteristics are crucial to accomplishing district goals and increasing student achievement.
3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning	3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning by being a leader and mentor within the personalized competency-based educational environment.	Research supports the need for teachers to be personally and actively involved in a child's learning. We want teachers to mentor students of all ages in goal setting, life management, and academic pursuits. These increased individualized teacher actions will help our students be more productive while in school and will aide in life's transitions.
3.4 Demonstrates holistic knowledge about individual students' lives	3.4 Demonstrates holistic knowledge about individual students' lives	Our school district does not have the diversity like many school districts in the state. We are 94% Caucasian with a majority of our students coming from homes that qualify for free or reduced lunch. Therefore, to make this section achievable by our teachers, stakeholders felt it necessary to focus on specific student needs. This section will be influenced by input received from the parents and students that specifically reflects teacher's effort to meet needs of the whole child.
	5.9 Use of effective technology	The West Side School District believes strongly in utilizing technology in education. We are 1:1 with digital devices in grades K-12. We recognize when technology is used appropriately it will increase student engagement and expedite learning. As teachers increase their knowledge and become more comfortable using accessible technology, student achievement will increase.

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The proposed local Educator Premium plan would be used for West Side School District instructional staff, all West Side School District pupil service staff would use the state level Board approved model, with portfolios being evaluated through the Office of the State Board.

IMPACT

Approval of the local model for Idaho's Master Educator Premium plan will allow West Side School District to evaluate and approve instructional staff for the Master Educator Premium, at the local level.

ATTACHMENTS

- Attachment 1 – West Side Master Educator Premium Plan Narrative –
Modifications, Rationale, and District Approval Process Page 5
- Attachment 2 – West Side Master Educator Standards and Rubric for
Instructional Staff Page 8

STAFF COMMENTS AND RECOMMENDATIONS

Staff worked closely with West Side district leaders, encouraging them to clearly illustrate the differences between the original standards, including district rationale, in the attached crosswalk.

Staff also worked closely with district leaders to ensure that all protocols were followed in gathering district input and fully vetting the proposal among stakeholders. Staff recommends approval of the plan.

BOARD ACTION

I move to approve West Side school district local Master Educator Premium Plan as outlined in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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TAB	DESCRIPTION	ACTION
BOISE STATE UNIVERSITY		
1	Employment Agreements – Seven Men’s Football Assistant Coaches	Motion to approve
BOISE STATE UNIVERSITY		
2	Multi-Year Employment Agreement – Baseball Head Coach	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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BOISE STATE UNIVERSITY

SUBJECT

Employment agreements for seven Men's Football assistant coaches

REFERENCE

April 2016 Idaho State Board of Education (Board) approved two-year contract with Kent Riddle

April 2017 Board approved one-year, 9-month contracts with Andrew Avalos and Zachary Hill

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Single and multi-year coach contracts are a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) is seeking to renew and/or enter into new contracts for its football assistant coaching staff. Seven of those contracts meet the threshold for Board approval because they will provide annual compensation over \$200,000.

The contracts reflect BSU contract standards and conform with the template provided by Board-approved model employment agreement.

IMPACT

No state funds will be used—compensation will be provided by program revenues, media, donations, and other non-state funds. Terms are as follows:

Andrew Avalos

Term: Fixed term contract of one year. Update of current multi-year contract.

Base Compensation: \$335,000

One-Time Bonus: \$20,000

Buy-Out Provision: If Coach terminates early without cause, he may be required, at BSU's discretion, to pay liquidated damages as follows:

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Year 1 (March 1, 2018 – the last game of the regular season including the conference championship game (if applicable)):
\$25,000

Zachary Hill

Term: Fixed term contract of two years

Base Compensation:

Year 1: \$300,000

Year 2: \$300,000

One-Time Bonus: \$10,000

Buy-Out Provision: If Coach terminates early without cause, he may be required, at BSU's discretion, to pay liquidated damages as follows:

Year 1 (March 1, 2018 – February 28, 2019): \$100,000

Year 2 (March 1, 2019 – the last game of the regular season including the conference championship game (if applicable)):
\$50,000

Kent Riddle

Term: Fixed term contract of two years

Base Compensation:

Year 1: \$290,000

Year 2: \$290,000

One-Time Bonus: \$10,000

Buy-Out Provision: If Coach terminates early without cause, he may be required, at BSU's discretion, to pay liquidated damages as follows:

Year 1 (March 1, 2018 – February 28, 2019): \$100,000

Year 2 (March 1, 2019 – the last game of the regular season including the conference championship game (if applicable)):
\$50,000

Bradley Bedell

Term: Fixed term contract of one year

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Base Compensation: \$250,000

One-Time Bonus: \$10,000

Gabriel Franklin

Term: Fixed term contract of one year

Base Compensation: \$210,000

One-Time Bonus: \$10,000

Chad Kauhaahaa

Term: Fixed term contract of one year

Base Compensation: \$225,000

Eric Kiesau

Term: Fixed term contract of one year

Base Compensation: \$210,000

One-Time Bonus: \$10,000

All Assistant Coaches:

Pay for Performance - Academic:

APR between 955-959 – up to \$2,000 or

APR between 960-964 – up to \$3,000 or

APR between 965-969 – up to \$4,000 or

APR 970 or higher – up to \$5,000.

Pay for Performance - Athletic:

a) If the football team is the Mountain Division Champion, assistant coaches will receive a \$5,000 bonus.

b) If the football team participates in the Conference Championship Game, assistant coaches will receive a \$5,000 bonus.

c) If the football team is the Conference Champion, assistant coaches will receive a \$5,000 bonus.

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In addition,

- d) If the football team participates in a non-CFP bowl game, assistant coaches will receive a \$5,000 bonus; and
- e) If the football team wins the non-CFP bowl game, assistant coaches will receive a \$5,000 bonus; or
- f) If the football team participates in one of the six CFP (College Football Playoff) bowl games, assistant coaches will receive a bonus up to 7.5% of their annual base salary.

Each contract contains a provision that the contract is terminable on 30 days' notice if the head coach is no longer employed by BSU.

ATTACHMENTS

Attachment 1 – 2012-2016 APR Summary	Page 7
Attachment 2 – Chart – All Football Assistant Coach Salaries	Page 8
Attachment 3 – Proposed Contract for Andrew Avalos	Page 9
Attachment 4 – Redline - Avalos Prop. Contract to Model Agreement	Page 23
Attachment 5 – Redline to Current Avalos Contract	Page 41
Attachment 6 – Avalos Maximum Compensation Calculation	Page 55
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Attachment 9 – Proposed Contract for Zachary Hill	Page 59
Attachment 10 – Redline - Hill Proposed Contract to Model Agreement	Page 73
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Attachment 19 – Base Salary & Incentive Comparison – Special Teams Coord.	Page 158
Attachment 20 – Liquidated Damages Comp. – Special Teams Coord.	Page 159
Attachment 21 – Base Salary & Incentive Comp. for Assistant Coaches	Page 161
Attachment 22 – Proposed Contract for Bradley Bedell	Page 165
Attachment 23 – Redline - Bedell Prop. Contract to Model Agreement	Page 177
Attachment 24 – Bedell Maximum Compensation Calculation	Page 189
Attachment 25 – Proposed Contract for Gabriel Franklin	Page 191
Attachment 26 – Redline - Franklin Prop. Contract to Model Agreement	Page 203

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Attachment 28 – Proposed Contract for Chad Kauhaahaa	Page 217
Attachment 29 – Redline - Kauhaahaa Prop. Contract to Model Agrmnt	Page 229
Attachment 30 – Kauhaahaa Max Compensation Calculation	Page 241
Attachment 31 – Proposed Contract for Eric Kiesau	Page 243
Attachment 32 – Redline - Kiesau Prop. Contract to Model Agreement	Page 255
Attachment 33 – Kiesau Maximum Compensation Calculation	Page 267
Attachment 34 – Checklist	Page 269

STAFF COMMENTS AND RECOMMENDATIONS

All of the attached proposed employment agreements meet Board Policy requirements for single-year and multiple-year coach contracts and the Board's Coach Contract Checklist. Board approval for these seven contracts is required because the maximum annual compensation for each of positions is equal to or greater than \$200,000. For these seven assistant coach positions, the annual base salaries exceed \$200,000. All compensation for base salaries and bonuses will be derived from non-appropriated funds. The institution has provided reference information on compensation rates and (where available) liquidated damage terms for assistant football coaches at other conference institutions. A summary of changes (if applicable) between the coaches' 2017 and 2018 salaries is provided for reference at Attachment 2.

Staff recommends approval.

BOARD ACTION

I move 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 Kauhaahaa, Assistant Coach; and Eric Kiesau, Assistant Coach; as presented in the attached documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

BOISE STATE UNIVERSITY

SUBJECT

Multi-Year Coach Contract for Men's Baseball Head Coach, Gary Van Tol

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

The multi-year coach contract is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) recently reinstated its baseball program and hired Gary Van Tol to be head baseball coach after a successful nation-wide search.

Van Tol brings to Boise State 27 years of baseball coaching experience, 17 collegiate and 10 professional. He has spent the last 10 seasons with the Chicago Cubs organization, working as a minor league coach both for the Boise Hawks and, most recently, the Eugene Emeralds. He has also served as the owner and president of the Idaho Cubs, a developmental baseball program for youth baseball players in Idaho.

Van Tol's extensive and successful Division I collegiate level coaching experience includes:

- Assistant Coach for Gonzaga University (1991-1993 and 2005-2008)
- Assistant coach for University of Portland (2002-2005)
- Associate Head Coach for Treasure Valley Community College (1995-1996)
- Head coach for Treasure Valley Community College (1996-2001)

During his time as head coach, the Treasure Valley Community College Chukars made four NJCAA Regional appearances and 90 percent of his players moved on to four-year colleges or the professional ranks.

Based on information currently available, all but one of the Mountain West Conference Head Baseball Coaches are on multi-year contracts. The range in length of contracts is from three to five years.

BSU and Van Tol entered a 3-year term employment agreement beginning December 11, 2017, as permitted under Board policy, without Board approval. The proposed 4-year, 5-month contract will allow Van Tol to complete all program start-up duties over the next year and a half, including but not limited to scheduling, recruiting, stadium completion and equipment acquisition, hiring assistant coaches

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

in summer 2018, and coaching student-athletes during the 2019-2020 school year. The inaugural baseball season will begin in spring 2020.

The proposed contract meets BSU contract standards and conforms to the template provided by the Board-approved model employment agreement.

IMPACT

No state funds are used and the amounts below are paid only from program revenues, media, donations and other non-state funds. Terms are as follows:

Term: Fixed term contract of four (4) years five (5) months

Base Compensation:

- Year 1: \$80,000
- Year 2: \$80,000
- Year 3: \$80,000
- Year 4: \$80,000
- Year 5: \$80,000

Pay for Performance - Academic:

- APR between 50% - 59% \$1,400 or
- APR between 60% - 69% \$1,600 or
- APR between 70% - 79% \$2,000 or
- APR between 80% or above \$3,000

Pay for Performance - Athletic:

- Cumulative season wins:
 - 25 wins \$2,000 or
 - 26 – 30 wins \$3,000 or
 - 31 – 35 wins \$4,000 or
 - 36+ wins \$5,000
- Regular Season Conference Champions \$3,000
- Participate in NCAA Regionals \$2,500 or
- Participate in NCAA Super Regionals \$3,500
- Participate in the Men's College World Series \$5,000 or
- Participate in the Men's College Championship Series \$7,500
- Conference Player of the Year \$1,000
- Conference Freshman of the Year \$1,000
- Conference Pitcher of the Year \$1,000
- Conference Coach of the Year \$2,000
- NCAA Regional Coach of the Year \$2,000
- NCAA National Coach of the Year \$5,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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- Top 25 National Ranking at End of Season \$2,000 or
- Top 10 National Ranking at End of Season \$4,000 or
- Top 5 National Ranking at End of Season \$5,000

Buy-Out Provision: If Van Tol terminates early without cause, he may be required, at BSU's discretion, to pay liquidated damages as follows:

Years 1 – 4 (February 25, 2018 – July 31, 2020):	\$20,000
Year 5 (August 1, 2020 – July 31, 2021):	\$10,000

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 5
Attachment 2 – Redline from Model	Page 23
Attachment 3 – APR Summary	Page 43
Attachment 4 – Liquidated Damages	Page 44
Attachment 5 – Salary and Incentive Chart	Page 45
Attachment 6 – Max Compensation Calculation	Page 49
Attachment 7 – Checklist	Page 51

STAFF COMMENTS AND RECOMMENDATIONS

The proposed coach employment agreement requires Board approval under Board Policy II.H. because the term of the contract is longer than three years. Maximum potential annual compensation for the contract (base compensation plus bonuses) is \$180,000 for the first two years of the contract, and \$114,000 for the third and following years of the contract.

Staff recommends approval.

BOARD ACTION

I move 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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2018**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section V.B. – Budget Policies – Second Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY Section V.E. – Gifts and Affiliated Foundations – Second Reading	Motion to approve
3	UNIVERSITY of IDAHO WWAMI Medical Education Building Renovations Project	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

SUBJECT

Policy V.B.—Second Reading

REFERENCE

October 2012	Idaho State Board of Education (Board) approved revisions to Occupancy Cost policy in Policy V.B.
December 2015	Board approved second reading of amendment to Policy V.B., revising Occupancy Cost request notification procedures
December 2017	Board approved first reading of amendment to Policy V.B.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

ALIGNMENT WITH STRATEGIC PLAN

Goal 4 (“Effective and Efficient Educational System”) Objective C (“Productivity and Efficiency: Apply the principles of program prioritization for resource allocation and reallocation”).

BACKGROUND / DISCUSSION

This proposed amendment to Board Policy V.B. revises and clarifies the process for notification and verification of Occupancy Cost requests. The amendment also incorporates a new paragraph to place the Board’s earlier-approved guidelines on minimum institutional financial reserve targets within Board policy.

The proposed revisions to Paragraph 10 of the policy clarify that the Occupancy Cost formula for the custodial costs of newly eligible space is a linear formula based on one custodian per each 26,000 square feet. A hypothetical example is provided, illustrating the computation for an incremental increase of 13,000 square feet. This wording aligns the text of the policy with current practice and does not increase or decrease the computed costs for custodial support. Custodial cost computations may change from one year to another if the State’s pay grade for classified staff custodians are adjusted. The policy recognizes that eligible new space, regardless of size, requires custodial support, and this requires allocation of custodians’ time, regardless of whether new custodians are hired or if the incremental workload is distributed among an institution’s pool of custodial employees.

An additional revision is proposed to Paragraph 10 to provide guidance to institutions to facilitate timely and accurate “verification” reports on Occupancy Costs, once an institution occupies a facility. This change complements the recent initiative to standardize Occupancy Cost request “notification” reports to the Division of Financial Management (DFM) and the Legislative Services Office (LSO). The streamlined process should significantly improve verification reporting. A link is provided to a standardized data sheet (Attachment 2), developed by Board

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

Staff in coordination with the institutions, for consistent reporting of both initial notification and final verification for Occupancy Cost requests.

A new Paragraph 12 on “Target Reserves” is proposed which captures the Board’s previous guidance (that affected institutions maintain at least 5% financial reserve levels, as computed by dividing available unrestricted funds by annual operating expenses) which is relocated from its previous location in an earlier version of the Board’s Strategic Plan.

IMPACT

Approval of the proposed amendments will clarify and streamline Occupancy Cost request procedures and will improve the associated notification and verification reports submitted to DFM and LSO. There should be no fiscal impact to current budgets as a result of the proposed changes, beyond improving the accuracy of estimates and final computations of Occupancy Costs. The amendments also incorporate the Board’s guidance on minimum financial reserve levels into Board policy, thereby documenting the earlier-established minimum reserve level for use by institutions as they develop and implement their strategic plans.

ATTACHMENTS

Attachment 1 – Amendment to Board policy V.B. – second reading	Page 3
Attachment 2 – Occupancy Cost notification/verification data sheet	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

The proposed revisions to Board Policy V.B. were reviewed by the Business Affairs and Human Resources Committee and Financial Vice Presidents on December 8, 2017, and on February 2, 2018. The revisions will improve the Occupancy Cost request process and assist the institutions as they manage financial reserves. There have been no changes to the documents since the Board approved the first reading of the proposed amendment on December 21, 2017.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

SUBJECT

Policy V.E. – Second Reading

REFERENCE

February 2006	Idaho State Board of Education (Board) approved the second reading of amendment to Board policy V.E.
December 2017	Board approved first reading of proposed amendment to Board policy V.E.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 4 (“Effective and Efficient Educational System”) Objective C (“Productivity and Efficiency: Apply the principles of program prioritization for resource allocation and reallocation”).

BACKGROUND/DISCUSSION

Board Policy V.E. provides guidance on institutions’ relationships with their affiliated foundations and the Board’s role in approving institution-foundation operating agreements. Affiliated foundations operate as Idaho nonprofit organizations that are legally separate from the institutions and are recognized as 501(c)(3) public charities by the Internal Revenue Service. The institution is required to enter into a written operating agreement with each of its affiliated foundations.

Current practice, in place since the main provisions of Policy V.E. were established, is that in cases where an affiliated foundation routes all donations, gifts, monies, properties, etc., to the host institution through another recognized foundation (e.g., if a booster organization routes all funds to the institution through the institution’s primary foundation), the Board must periodically approve the institution-operating agreement only for the foundation which transfers funds directly to the institution. The proposed amendment clarifies policy to conform to current practice, and provides a template for use by institutions and the Board in developing and updating operating agreements submitted to the Board for approval.

IMPACT

Under the proposed amendment, institutions and their affiliated foundations will continue to have the option to provide foundation-raised funding directly to the institution, on the basis of Board-approved operating agreements. Affiliated foundations that prefer to route all funds/gifts to the institution through another Board-approved foundation, could do so, and recurring approval of their operating agreements would not be required. This arrangement ensures continued Board oversight over resources provided to institutions under its authority, while

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

maintaining a degree of flexibility in the operation of various foundations which support the institutions. This clarification to policy should have no direct financial impact on the institution's finances/budget.

ATTACHMENTS

Attachment 1: V.E. Gifts and Affiliated Foundations Page 3
Attachment 2: Affiliated Foundation Agreement Template Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment brings the text of the policy into conformance with current practice and the stated intent of the Board at the time the applicable sections of policy V.E. were established in 2006. The updated policy enables continued close oversight of funds/gifts/properties being conveyed between an institution and an affiliated foundation. The amendment also incorporates a number of minor technical revisions and a reorganization of material to improve clarity and user-friendliness. A standard template for foundation operating agreements has been developed in order to streamline the current review and approval process, and is provided as Attachment 2.

The Business Affairs and Human Resources Committee reviewed the proposed amendment on December 8, 2017 and February 2, 2018. There have been no changes to the associated documents since the Board approved the first reading of the proposed amendment on December 21, 2017.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the revisions to Board policy V.E. and use of the associated affiliated foundation agreement template, as presented in Attachments 1 and 2, respectively.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

UNIVERSITY OF IDAHO

SUBJECT

Request for authorization to enter bidding and construction phases for the Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) medical education building expansion project

REFERENCE

August 2016	Idaho State Board of Education (Board) approved Capital Budget request in University of Idaho (UI) six-year plan
April 2017	Board approved lease agreement with Gritman Medical Park
August 2017	Board authorized Planning and Design Phases for WWAMI facility expansion project

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This item aligns with the following goals and objectives of the State Board of Education Strategic Plan:

- Goal 1, Objectives A, C, and D: The WWAMI Medical Education Program provides access to high quality medical education opportunities for the citizens of Idaho. WWAMI has served the State in this capacity since 1971. The program recently expanded the number of seats available, thus providing greater access to Idahoans seeking to further their education and serve the State as medical professionals.
- Goal 2, Objectives A, C, and D: The WWAMI Medical Education Program supports workforce readiness by providing the educational foundation requisite to develop the medical professionals necessary to serve Idaho's expanding population and workforce, key to the State's economic growth and prosperity.

BACKGROUND/DISCUSSION

This agenda item requests Board authorization for UI to proceed with the bidding and construction phases of a capital project to renovate and expand an existing building on the Moscow, Idaho campus—the former Business Technology Incubator (BTI) building—and to convert it for uses supporting the WWAMI Medical Education program at UI. This agenda item also requests Board approval for a cumulative increase of \$1,720,000 in the originally-approved cost for the project. This cost increase is the result of refinement of the scope, design detail, and project estimates developed through the course of planning and design. The revised total project cost is \$4,120,000.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

Planning Background

Idaho's WWAMI Medical Education Program is a partnership with the University of Washington School of Medicine and the states of Washington, Wyoming, Alaska, Montana, and Idaho. Students who enter the program are dual enrolled at UI and the University of Washington School of Medicine and complete their foundations phase of medical school at UI. Begun in 1971, WWAMI is a nationally accredited medical school program, not a premedical program. Through WWAMI, Idaho medical students complete their first and second year of medical training in Idaho.

The state of Idaho has supported the growth of the program over the last few years, doubling the annual student pipeline from 20 seats to 40 seats. The new curriculum now requires each cohort to spend 18 months on campus (previously 12 months), resulting in an overlap of student cohorts from one year to the next. Changing pedagogy and accreditation requirements result in the need for more collaborative, active learning spaces. Thus, program space needs are growing rapidly, with a need to accommodate 80 students at a time, compared to only 20 students previously.

The WWAMI program has operated out of the third floor of the UI Student Health Center for many years supported by anatomy lab space at nearby Washington State University (WSU) and a dedicated classroom elsewhere on the UI campus. The standup of WSU's new medical school will reduce access to anatomy lab space for UI WWAMI students. This construction project is part of a UI plan to meet all of these space needs for the expanded medical student cohorts, and to leverage collaborative operations with the medical community in Moscow.

UI has identified an opportunity to lease space in a new medical office building recently constructed by Gritman Medical Center of Moscow. UI received authorization to commission Gritman Medical Center to construct a Morgue and Anatomy Lab facility in the leased space via a tenant improvement process funded as part of the lease expenses. This will place the WWAMI Anatomy Lab and an associated Active Learning Classroom within the Gritman Medical Center Campus in downtown Moscow, and it will provide WWAMI the opportunity take part in collaborative learning efforts and programs in conjunction with the resources and staff of the Gritman Medical Center. Construction of the Gritman facility began in late September 2017, and is due to be complete in April 2018.

In parallel, UI has identified the existing Business and Technology Incubator (BTI) facility to be reconfigured to serve as the new home base for the WWAMI program. The existing, one story building is located on the east edge of campus and is adjacent to, and within visual and walking distance of, the city's medical complex and the Gritman Medical Center. This location is ideal and supports opportunities for further collaboration with the local medical community.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Project Description

Fully converting the existing floor space of the BTI building will still fall short of fully meeting WWAMI's space needs, so this project includes an addition of approximately 4,000 square feet on the north side of the existing building. Small exam rooms will be provided to support the existing active learning classrooms, enabling interactive group instruction for the students in conducting medical examinations, patient interview skills, and in developing 'bedside' manners. The expanded space will provide both private and group student study spaces required under medical instruction accreditation requirements. The new facility will also house faculty office and administrative support functions. The project is on schedule to go out to bid in March 2018 with a completion date the following spring.

FLAD Architects have designed the project. The firm's current construction cost estimate is \$3,075,000 which falls within the revised project construction budget of \$3,100,000. The total project effort is currently estimated at \$4,120,000, including design and construction costs and contingency allowances.

IMPACT

The fiscal impact of this effort will be \$4,120,000 in total expenditures, broken out as follows:

Overall Project

Funding

State	\$ 2,400,000
Federal (Grant):	
Other (UI)	
Central University	1,720,000
Gifted Funds	<u> </u>

Estimate Budget

A/E & Consultant Fees	\$ 375,100
Construction	3,100,000
Construction Cont.	310,000
Misc. Owner Costs	57,410
Project Cont.	<u>277,490</u>

Total	\$ 4,120,000
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Total	\$ 4,120,000
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ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The Board originally approved the project with an estimated cost of \$2.4 million, sourced from the Permanent Building Fund (PBF). In August 2017, following preliminary design work, the Board approved a cost increase of \$1.22 million for the project. The new cost estimate for the expanded project has increased by an additional \$500,000 to a total of \$4.12 million. Per Board Policy V.K.1., Board approval is required when a project's cumulative cost increases by more than \$1,000,000. The University will cover the increased cost of the project with \$1.72 million in institutional funds.

The University has worked closely with the Division of Public Works to develop the expanded design for the project. This project leverages the institution's resources

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2018

with funding already provided by the Governor and Legislature to address a critical need for Idaho's medical education capabilities and to provide access to high quality health services to Idahoans. The project will also enhance collaboration and synergy with community healthcare providers.

Staff recommends approval.

BOARD ACTION

I move 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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 15, 2018**

TAB	DESCRIPTION	ACTION
1	HIGHER EDUCATION RESEARCH COUNCIL ANNUAL REPORT	Information Item
2	NATIONAL GOVERNORS ASSOCIATION WORK-BASED LEARNING POLICY ACADEMY	Information Item
3	COMMON COURSE INDEXING	Information Item
4	POSTSECONDARY GUIDED PATHWAYS PLANNING REPORT	Information Item
5	BOISE STATE UNIVERSITY – ONLINE, BACHELOR OF ARTS IN PUBLIC HEALTH	Motion to Approve
6	BOARD POLICY III.S. REMEDIAL EDUCATION – SECOND READING	Motion to Approve
7	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES– SECOND READING	Motion to Approve

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 15, 2018

SUBJECT

Higher Education Research Council Annual Update

REFERENCE

February 2015	The Board approved changes to the Higher Education Research Strategic Plan.
October 2015	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan.
December 2016	The Board approved changes to the Higher Education Research Strategic Plan.
February 2017	The Board was provided the annual update of the Higher Education Research Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

ALIGNMENT WITH STRATEGIC PLAN

Idaho K-20 Public Education Strategic Plan Goal 2, Innovation and Economic Development, Objective B, Innovation and Creativity

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities and college serve as catalyst to spur the creation of new knowledge, technologies, products and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State.

The Statewide Strategic Plan for research assists in the identification of research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and government and are in alignment with identified areas of strength at our public universities. Changes to the strategic plan were approved by the Board in December 2016.

The plan represents the role Idaho's research universities play in driving innovation, economic development, and enhancing the quality of educational programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing the universities;

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 15, 2018

research opportunities Idaho should capitalize upon to further build its research base, goals to build the research pipeline through engaging undergraduate students, and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC IGEM Fund programs, disbursement of Infrastructure Funds and the matching funds for our Idaho EPSCoR Track 1 project (Managing Idaho's Landscapes for Ecosystem Services). Additional responsibilities include receiving annual reporting on the institutions activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the principal investigator can rapidly move their project into the development stage. IGEM Fund projects are those that are designed to develop spin-off companies. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the Idaho National Laboratory, the University of Wyoming, and the three Idaho public research institutions: Boise State University, Idaho State University, and the University of Idaho.

Dr. Mark Rudin, the current chair of HERC, will provide the Board with the Council's annual update.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide HERC, through the Council's Chair, input on areas of focus or strategic direction.

ATTACHMENTS

Attachment 1 - Statewide Strategic Plan for Higher Education Research	Page 5
Attachment 2 - FY17 Performance Measure Report	Page 17
Attachment 3 - FY17 Research Activity Report	Page 21
Attachment 4 - FY17 Infrastructure Summary Report	Page 29
Attachment 5 - HERC FY18 Budget Allocation	Page 41
Attachment 6 - FY18 Incubation Fund Summaries	Page 43
Attachment 7 - FY18 IGEM Fund Summaries	Page 79
Attachment 8 - CAES Annual Report	Page 109

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the responsibility for the creation of the state's Higher Education Research Strategic plan HERC is responsible for approximately \$4.1M in funds used for the mission of HERC and to incentivize industry and institution research

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 15, 2018

partnerships. Attachment 2 is the October 2017 performance measure report, Attachment 3, is the research institutions' annual research activity reports, Attachment 4 summarizes the infrastructure funding in FY17, Attachment 5 outlines HERC's FY18 budget allocation, and Attachments 6 and 7 are summaries of the projects funded by HERC in FY18. Attachment 8 is the annual report for the Center for Advanced Energy Studies (CAES).

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. HERC uses a competitive process for distributing funds from the Incubation Fund category and the HERC IGEN Fund category. All proposals that are considered must be in alignment with the Board's Higher Education Research Strategic Plan.

BOARD ACTION

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

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 15, 2018

WORK-BASED LEARNING INITIATIVE

SUBJECT

National Governors Association Work-Based Learning Policy Academy

REFERENCE

September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes incorporation of the recommendations submitted by the Governor's Workforce Development Task Force.
December 2017	Report from Workforce Development Council included discussion of the National Governors Association grant.

BACKGROUND/DISCUSSION

Idaho is one of six states competitively selected to participate in the National Governors Association (NGA) Center for Best Practices Policy Academy on Work-Based Learning. Each selected state receives a grant of \$80,000.00 for its participation in the policy academy. The grant is provided to support 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. A team of interagency and industry representatives serving on a workgroup led by the Idaho Workforce Development Council will collaborate to move forward this effort. Participating agencies include the State Department of Education (SDE), Office of the State Board of Education, Idaho Career-Technical Education, Division of Vocational Rehabilitation, STEM Action Center, Department of Labor, and Department of Commerce among others.

The following goals for this initiative include: 1.) Adopting a framework for high-quality work-based learning; 2.) Designing and implementing a statewide internship/externship program; 3.) Identifying and implementing opportunities to integrate the co-op model for middle-skill STEM occupations; 4.) Identifying best practices in scaling registered apprenticeships; 5.) Examining and adopting policies and incentives and incentives to encourage work-based learning; and 6.) building a toolkit for local school districts to expand work-based learning.

STAFF COMMENTS AND RECOMMENDATIONS

The goals pursued through this initiative aligns with the Board's and Governor's goals to increase work-based learning opportunities, and in doing so assist with efforts to help the state meet its goal of having 60 percent of Idahoans between 25 and 34 attain a postsecondary certificate or degree by 2025. Board staff will be working with institutions, the Department of Education, and across agencies to achieve the desired goals of this initiative.

BOARD ACTION

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

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 15, 2018**

SUBJECT

Common Course Indexing

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations to include employing a Common Course numbering system.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. General Education

ALIGNMENT WITH STRATEGIC PLAN

Idaho K-20 Public Education Strategic Plan goal 4, Effective and Efficient Educational System, Objective B, Alignment and Coordination

BACKGROUND/DISCUSSION

On January 6, 2017, Governor C.L. "Butch" Otter created a Higher Education Task Force and charged them with studying the state of higher education in Idaho and making recommendations that focus on postsecondary access and completion.

Among the recommendations, under access and affordability, included the need to develop a common course numbering system within the General Education Matriculation (GEM) framework that would assist students in transferring to and between postsecondary institutions. This included assisting with the transferability of courses taken in high school for postsecondary credit. Since the adoption of the task force recommendations, Board staff has worked with GEM discipline groups and the Council on Academic Affairs and Programs to develop a common indexing convention for a core set of curricula within the GEM framework. Common course indexing includes three elements: common course number, common course title, and common GEM area designation.

IMPACT

Development of a common course numbering system will provide greater transparency of course articulation and seamless transfer for Idaho's students. It will also provide greater consistency for equivalent courses to be recognized with similar GEM designation across all institutions.

ATTACHMENTS

Attachment 1 – Common Course Index

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 15, 2018**

STAFF COMMENTS AND RECOMMENDATIONS

A list of courses has been compiled by Board staff with feedback from the GEM discipline groups, state General Education committee, and the Council on Academic Affairs and Programs. The list identifies courses that are available to students across most Idaho public institutions and reflects the most commonly utilized course numbers and titles across institutions. Courses are designated at the 100 or 200 level; GEM stamped at most institutions; and, maintain equivalencies across institutions consistent with the Course Transfer website. It is important to note that in June 1996 the Board approved a similar list for general education core to ease the transfer of students between public institutions. While the new list is consistent across institutions, it is not as extensive as those identified in 1996.

Efforts are underway by institutions to implement common course indexing for the attached list of courses no later than the 2019-20 academic year. Board staff will provide regular updates to the Board throughout the 2018 calendar year. It is anticipated that Board Policy III.N will be amended to provide Board guidance on adoption and maintenance of common course listings.

BOARD ACTION

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 15, 2018

SUBJECT

Postsecondary Guided Pathways Planning Report

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
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	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board received an update on implementation of Complete College America 'Game Changer' strategies from institutions.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 age demographic would have a postsecondary credential by 2020. (The Governor's Higher Education Task Force recommendation has since called for this goal to be revised or extended.) Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho

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(CCI) Team attended the Complete College America (CCA) Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The Board at its June 2012 meeting approved the final version of the CCI Plan.

On January 31, 2018, chief academic officers, Complete College America, 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. Some of the outcomes sought from CCI and CCA strategies are to be achieved through this plan.

IMPACT

The plans developed by the chief academic officers address five key goals, which include the development of: system-wide meta-major fields and milestone courses; flexible plans for dual credit that lead to degree progress and postsecondary exploration; consistent system-wide intervention strategies for academically distressed students; consistent system-wide strategies for achieving completion of thirty semester hours a year by full-time students; and instruction that can lead to the equivalent of an Associate's Degree through a delivery model that is external to the traditional classroom environment. Once implemented, the outcomes will strengthen the P-20 pipeline, increase accessibility for postsecondary learning and credential completion, and contribute to the Board's attainment goals and the workforce needs in Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

Staff and institutions will provide regular updates on progress toward the implementation of Guided Pathway strategies. This will provide an opportunity for the Board to track progress and provide feedback.

BOARD ACTION

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

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Arts in Public Health

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

ALIGNMENT WITH STRATEGIC PLAN

The proposed online, Bachelor of Arts in Public Health aligns with the State Board of Education's Idaho K-20 Public Education Strategic Plan Goal 1, Objectives A, B, and C. The wholly online format of the proposed Bachelor of Arts in Public Health is accessible to Idaho students (Objective A), regardless of socioeconomic status, age, and geographic location. The proposed degree effectively allows the re-integration of adult learners into the educational system (Objective B) because adult learners can balance work/personal life responsibilities while pursuing a degree due to the online format. The online format of the program and the flexibility it affords a student who may have family responsibilities, or live in a rural county, contribute to a higher level of educational attainment (Objective C) for Idaho residents as they can take advantage of a degree program despite these factors.

BACKGROUND/DISCUSSION

Boise State University's (BSU) proposed online Bachelor of Arts in Public Health will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. Boise State University currently offers a Bachelor of Science in Public Health in a traditional format. The proposed program will complement the existing program by providing an additional option for students who want to enhance their professional careers or begin a new career. Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to enhance their careers in the health sector. The program will focus on skills in collaborative leadership, quantitative literacy, and public health analysis. Graduates will develop the knowledge base, analytic abilities, catalyst thinking, and interpersonal skills needed to become a promoter of positive social change.

The following quote from <http://www.careersinpublichealth.net/careers/> provides an overview of the careers that can be pursued with a BA in Public Health: *"Graduates of public health can find careers suited to a wide variety of interests and skills, in both traditional public health and service-focused organizations as well as new practice settings and non-profit organizations. Public health graduates*

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can look forward to a wealth of opportunities in each state and city around the country and even the world. Common areas of employment include federal, state and local health agencies (e.g. Centers for Disease Control and Prevention, EPA), consulting firms, consumer advocacy organizations, hospitals and integrated health care systems, and private business and industry.”

A similar program offered by Idaho institutions includes Idaho State University's (ISU) Bachelor of Arts and Bachelor of Science in Health Education. While ISU's program is not fully online, some Health Education courses are available online to students.

IMPACT

The program's size will be scaled to demand for the program, and 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.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. BSU will initially charge \$344 per credit hour, which aligns with a reasonable estimate of Boise State's undergraduate 2018-2019 per-credit estimate of \$314 per credit, plus the \$30 per credit online fee, for a total of \$344 per credit.

BSU anticipates that students entering the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. For the 60 credits required for completion of the proposed program, students will pay \$344 per credit; the total cost of those 60 credits totals \$20,640.

ATTACHMENTS

Attachment 1 – Proposal - Bachelor of Arts in Public Health

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's proposed BA in Public Health is consistent with their Service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility for Public Health at the undergraduate level. Idaho State University currently has the statewide program responsibility for the Master's in Public Health.

The proposed fee for the fully-online BA in Public Health is comparable to the fees that would be paid for students seeking the final 60 credit hours for this degree in a traditional delivery mode (\$344 per credit hour).

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on January 17, 2018; to the Committee on Instruction, Research, and Student Affairs (IRSA) on February 2, 2018; and to the Business Affairs and Human Resources (BAHR) Committee on February 2, 2018.

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Staff recommends approval.

BOARD ACTION

I move 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.

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 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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Board Policy III.S. Remedial Education – Second Reading

REFERENCE

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S.
June 2015	The Board approved the second reading of changes to Board Policy III.S.
September 2017	The Board adopts the Governor’s Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.S.

ALIGNMENT WITH STRATEGIC PLAN

Goal 4, Effective and Efficient Educational System, Objective B, Alignment and Coordination

BACKGROUND/DISCUSSION

In April 2015, the Board approved changes to Board Policy III.S., Remedial Education. Specific amendments included updating terminology, removing outdated terminology referencing “developmental education”, and transitioning approved remediation from the traditional remedial course model to three separate approved models in alignment with the three models for remediation adopted with the approval of the Board’s Complete College Idaho plan and work with Complete College America (CCA). CCA has since redefined the original remediation reform initiative to focus on co-requisite remediation. It has also updated the language used in referring to co-requisite remediation, changing from a single delivery model to a support system that may be implemented through various models or methods.

Proposed policy amendments will clarify that co-requisite support models are to be credit bearing and will fulfill a gateway course requirement; whereas, remedial courses maintain no college-level content and therefore do not count toward degree requirements. For the purposes of this policy, a gateway course is defined as the first English or Math course requirement needed for a student’s program of study.

Additional amendments include clarifying student eligibility for enrollment in co-requisite support courses and remedial courses and ensuring that non-co-requisite remedial sequences will be structured by institutions in a way that will provide

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students with the opportunity to enroll in the gateway course within the first academic year. The policy also clarifies procedures for student enrollment in remedial courses, piloting non-approved models, and annual Board reporting.

IMPACT

Proposed amendments will update the policy to better align with changes identified by Complete College America to help with implementation and student support. This policy further ensures students are provided an opportunity to complete their academic program in a timely manner.

ATTACHMENTS

Attachment 1 - Board Policy III.S. Remedial Education-Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of this policy will bring this policy into alignment with changes made at the national level and in alignment with what the Board intended for its vision of the delivery of postsecondary remedial education. Proposed amendments will also facilitate full implementation of co-requisite remedial support in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates, but also count toward degree progress.

There were no changes between first and second reading. Board Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.S. Remedial Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.
October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z that changes the planning timeframe from five years to three years.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.
Section 33-113, Idaho Code, Limits of Instruction.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2, Innovation and Economic Development, Objective D, Education to Workforce Alignment

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BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, “is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.” The purpose is to also meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

The proposed amendments changes the planning timeframe from five years to three years to provide the Board with a better understanding where institutions are aligning their focus with program delivery by offering more relevant information about an institution’s program goals and how those align with institution mission and state or regional education workforce needs. The three-year planning process also aims to offer added flexibility to institutions with respect to program planning and proposal processes, without expense to Board oversight of program delivery, institutional accountability for resource allocation, and collaborative efforts across postsecondary institutions.

IMPACT

Proposed changes will simplify the information collected and reported, streamline the planning process, and improve the applicability of information provided to the Board.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) supports maintaining the planning process and changing the period from five years to three years. While CAAP believes it is a useful tool; a more concise report about the institution’s goals and mission with programs would be more valuable to the Board.

There were no changes between the first and second reading. Board staff recommends approval.

BOARD ACTION

I move 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.

Moved by _____ Seconded by _____ Carried Yes _____ No _____