Wednesday, April 18, 2018, 10:00 a.m.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
1. University of Idaho – Annual Progress Report

WORK SESSION (Time Certain – 10:30 am)

BAHR
A. Institution Processing Fees
B. Student Tuition and Fee Rates (Academic Year 2018-2019)
   1. Lewis-Clark State College – Student Tuition & Fee Rates
   2. University of Idaho – Student Tuition & Fee Rates
   3. Boise State University – Student Tuition & Fee Rates
   4. Idaho State University – Student Tuition & Fee Rates
   5. Boise State University – Honors College Program Fee
   6. Boise State University – Senior Citizen Program Fee

PPGA
C. School Safety and Security
D. Institution and Agency Strategic Plans

IRSA
E. Open Educational Resource Expansion

DEPARTMENT OF EDUCATION
1. Developments in K-12 Education
2. Keep Idaho Students Safe Initiative Overview
EXECUTIVE SESSION – Closed to the public
Boise State University
1. To go into executive session pursuant to Section 74-206(1)(c), Idaho Code, to discuss acquiring “an interest in real property which is not owned by a public agency.”

2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, “To consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need.”

University of Idaho
3. To go into executive session pursuant to Section 74-206(1)(a), 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 April 19, 2018, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA
AUDIT
1. Idaho State University – Intellectual Property Foundation Operating Agreement
   BAHR
   Section I
2. Retirement Plan Updates
   BAHR
   Section II
3. Boise State University – Property Transfer
   IRSA
4. Programs and Changes Approved by Executive Director – Quarterly Report
   PPGA
5. Alcohol Permits Report – President Approved
6. State Rehabilitation Council Appointment
7. Idaho Indian Education Committee Appointments
   SDE
8. Boise State University – Early Childhood Education Endorsement
9. Emergency Provisional Certification
10. Professional Standards Commission Appointments

BUSINESS AFFAIRS & HUMAN RESOURCES
1. Standing Committee Report
   • Higher Education Task Force Recommendation Progress
   • Board Policies, Section V. Financial Affairs
Section II – Finance
1. Intercollegiate Athletics - FY2017 Revenue And Expenses Reports
2. Intercollegiate Athletics - FY2017 and FY2018 Compensation Reports
3. Intercollegiate Athletics - FY2017 Gender Equity Reports
4. FY2019 Appropriations
5. FY2020 Budget Guidelines
6. FY2019 Opportunity Scholarship Educational Costs
7. Graduate Medical Education Update
8. Boise State University – Campus Master Plan Update
9. Boise State University – Real Property Acquisition
10. Idaho State University – Alumni House Proposal
12. University of Idaho – Disposal of Real Property – Caine
13. University of Idaho – Athletic Plan

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
1. Standing Committee Report
   • Higher Education Task Force Recommendation Progress
2. Prior Learning Assessment Initiative
3. Statewide Degree Audit and Student Analytics System
4. Complete College Idaho Legislative Report
5. Idaho State University – Idaho College of Osteopathic Medicine (ICOM) – Update and Admissions Policy
6. Community College Baccalaureate Degree Programs

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
2. Standing Committee Report
   • Higher Education Task Force Recommendation Progress
3. University of Idaho, Lewis-Clark State College, North Idaho College – American Indian Student Programs
4. Legislative Update
5. Board Policies I.E., V.I., V.U. – First Reading
6. Temporary Rule – IDAPA 08.01.13, Rules Governing Opportunity Scholarship Program
7. Temporary Rule – IDAPA 08.02.03, Rules Governing Thoroughness – Graduation Requirements
8. Mentor Program Standards
9. STEM School Designation Standards
10. College of Southern Idaho – Alternative Authorization to Certification
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.
1. **Agenda Approval**

   Changes or additions to the agenda

   **BOARD ACTION**

   I move to approve the agenda as posted.

2. **Minutes Approval**

   **BOARD ACTION**

   I move to approve the minutes from the February 2, 2018 Special Board Meeting, February 14-15, 2018 Regular Board, March 2, 2018 Special Board meeting, March 8, 2018 Special Board Meeting, March 15, 2018 Special Board Meeting, April 2-3, 2018 Special Board Meeting, and the April 5, Special Board meeting as submitted.

3. **Rolling Calendar**

   **BOARD ACTION**

   I move to set April 17-18, 2019 as the date and the University of Idaho as the location for the April 2019 regularly scheduled Board meeting.
A special meeting of the State Board of Education was held February 7, 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 11:01 am MST. A roll call of members was taken.

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

**Absent:**
Andrew Scoggin

**STATE DEPARTMENT OF EDUCATION (SDE)**

1. Accountability – School Quality Indicator – Student Engagement Survey

M/S (Ybarra/Atchley): I move to approve the use of the AdvancED Student Engagement Survey as the survey tool implemented in the spring of 2018 to measure school quality/student success as required by the Every Student Succeeds Act. The motion carried 7-0. Mr. Scoggin was absent from voting.
State Superintendent of Public Instruction, Ms. Sherri Ybarra introduced the item, reminding members the Board was presented surveys from Panorama Education and AdvancED, along with stakeholder feedback received to date, at the December 2017 Board meeting where the Board requested more information and feedback before making a final decision. Superintendent Ybarra then states that in order to implement the student survey in spring 2018 for use in the accountability system, the Board must make a final selection of the student survey and this is the item before the Board today.

Board member Soltman then states it is his understanding AdvancED provides more than one survey and asks which of the AdvancED surveys the Idaho State Department of Education (ISDE) is proposing the Board use. Superintendent Ybarra then requests ISDE Director of Assessment and Accountability, Ms. Karlynn Laraway, provide clarification to the Board on the AdvancED survey being proposed. Ms. Laraway responds AdvancED has proposed use of the Student Engagement Survey for grade spans Third through Fifth and Sixth through Eight and that high schools use a form of the Student Engagement Survey or another survey for their accreditation. Board member Soltman then asks if the AdvancED Student Culture and Climate Survey was considered, to which Superintendent Ybarra responds in the negative. Mr. Soltman follows up by asking if the proposed Student Engagement Survey satisfies the requirements of the state’s Every Student Succeeds Act (ESSA) Plan to which Superintendent Ybarra responds the survey satisfies both the requirements of the ESSA plan and stakeholder groups. She then reminds Board members AdvancED offers a suite of services the Board can review after this initial year and make changes to the survey moving forward, adding this flexibility is something both stakeholders and Superintendents liked. Board member Clark then asks if it is still the intent of ISDE at the end of this year’s assessment to review the results of the survey with stakeholders and make any modifications needed to which Superintendent Ybarra responds in the affirmative. Finally, Board member Soltman asks if the Student Engagement Survey is the same survey the Boise School District raised concerns over to which Ms. Laraway responds Boise School District’s concerns were received late in the feedback process. She continues AdvancED has made available to the Board the Student Engagement Survey because the survey has been used in other states, specifically North Dakota, to comply with their ESSA Plan and has been field tested with a large sample of students. Ms. Laraway then states that after this initial year, the Board has the option to review all of the surveys offered by AdvancED and select a different survey for the 2019 Administration, but for the 2018 Administration, the surveys used would be the Elementary School Engagement Survey and the Middle School Engagement Survey.

Board member Critchfield then requests confirmation the AdvancED survey would be administered at no cost for the first year to which Superintendent Ybarra responds in the affirmative. Ms. Critchfield then asks if, knowing a large majority of Idaho high schools are currently using and paying for the AdvancED survey, there have been any conversations around how to handle duplication of payment if the Board were to continue using AdvancED. Ms. Laraway responds ISDE intends to work with AdvancED to secure statewide pricing that would account for payments made by school districts during the 2018 administration period.
Board member Critchfield then asks Superintendent Ybarra to update the Board on how administration of the survey for the current year will work. Superintendent Ybarra states ISDE will open the testing window for the spring assessment and will require schools to administer the survey within the window but will not micromanage the process. Board member Atchley then asks how long the assessment window will run to which Superintendent Ybarra responds the window for the testing period opens March 19, 2018 and closes May 18, 2018. Ms. Laraway adds there is a significant amount of work required by AdvancED to configure the unique link each school district will use to access the survey that will take a number of weeks to complete. She continues it is not likely for the survey window to open at the same time as the testing window and that the survey window will most likely run from April 2, 2018 to May 31, 2018.

There were not additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Critchfield/Hill): To adjourn the meeting at 11:17 am MST. The motion carried 7-0. Mr. Scoggin was absent from voting.
A regularly scheduled meeting of the State Board of Education was held February 14-15, 2018 at Boise State University in Boise, Idaho.

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

*Except where noted

**Wednesday, February 14, 2018**

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

BOARD ACTION

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

2. Minutes Review / Approval

BOARD ACTION

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

3. Rolling Calendar

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

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

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

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

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

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

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

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

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

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Education to Workforce Alignment
   This item was provided in the agenda materials as an information item.

At this time, Superintendent Ybarra joined the meeting.

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

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

At this time, Board member Scoggin joined the meeting.

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

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

Ms. Jessica Ruehrwein, Executive Director for the Treasure Valley Education Partnership (TVEP), begins her presentation by sharing TVEP’s footprint includes nine (9) school districts in the Treasure Valley, six (6) higher education institutions, nonprofits, government, business and early education providers and that in 2015 the partners created a Senior Exit Survey to help inform the collective efforts of students as they exit high school. Ms. Ruehrwein then shared the results from the 2017 survey showed 71% of students planned to attend college or some form of postsecondary training after high school, however only 46% of students actually enrolled in some sort of postsecondary training or education.

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

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

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

There were no additional questions or comments from the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Digital Learning Academy Annual Report
This item was provided in the agenda materials as an information item.

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

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

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

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

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

Dr. Clark then asks for IDLA’s perspective on their partnership with Idaho Career Technical Education to which Dr. Reberry responded it is a streamlined and beneficial partnership and both plan to continue working together to develop more CTE courses and expand to more rural districts. Administrator for Idaho Career Technical Education (ICTE), Mr. Dwight Johnson added ICTE values its partnership with IDLA and shared this is the second year where the Governor has recommended ICTE receive additional funding to develop additional offerings. Mr. Johnson then stated ICTE, in partnership with IDLA, currently has three to four new programs in development and that more than 2,000 students from more than 100 school districts from across the state enrolled in the first five (5) CTE courses offered through IDLA.

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

Board member Scoggin then asked of the total number of students participating in IDLA’s courses, what percentage start a course but do not finish to which Dr. Reberry responded although the exact number is not known, the percentage is very small. Mr. Smith then added IDLA requires students attend a mandatory orientation prior to taking any of IDLA’s online courses and that IDLA provides a “drop deadline” for students to experience the course prior to fully committing. Board member Scoggin then asked why a discrepancy of course offerings exists among school districts if IDLA’s offerings are all online to which Mr. Simmons responded IDLA provides an Idaho certified teacher for every course as well as a principal to help insure a quality experience for students and that because of this some courses run into capacity issues.
There were no additional questions or comments from the Board.

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

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

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

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

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

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

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

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

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

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

Ms. Baysinger then shared with Board members the PCSC adopted a new performance framework in May of 2017 designed to adjust to the context of different types of schools while providing feedback on school outcomes regardless of their size, grade levels served, student demographic, and educational model. She then highlighted areas of charter school success found in the PCSC 2017 Annual Report noting that in Math, 75% of PCSC portfolio schools exceeded the proficiency rates of their surrounding districts for students in the same grades, and that in English Language Arts (ELA) this was 80% for the same student population.

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

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

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

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

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

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

There were no additional comments or questions from the Board.

5. Teach for America in Idaho Progress Report
   This item was provided in the agenda materials as an information item.

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

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

Ms. Ketterling then shared with Board members the Homedale School District has benefited from their partnership with Teach for America Idaho beginning in 2015 when their school district was able to meet and hire a highly qualified candidate through Teacher for America Idaho to fill a void within their district. Since that time, the Homedale School District now has seven (7) Teach for America Idaho alumni working in the district and have continued working with Teach for America Idaho to engage new inductees to work with migrant families within the local community.
Board member Critchfield then asks what Mr. Ashton believes makes Teach for America Idaho stand out as one of only two alternative authorizers in the State of Idaho. Mr. Ashton responds the way Teach for America Idaho recruits individuals to the teaching profession, the training provided before participants enter the classroom and the ongoing support participants receive.

There were no additional questions or comments from the Board.

6. Apply Idaho Report
   This item was provided in the agenda materials as an information item.

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

Ms. Krebs begins the presentation by sharing with Board members the goal of Apply Idaho was twofold, to simplify the application process and to remove cost barriers to encourage more students to apply to Idaho’s postsecondary institutions. To gather feedback on the successes and failures of Apply Idaho, Board staff administered three (3) surveys via email between November 2017 and January 2018 to students, Idaho College Application Week site coordinators and college and career counselors. Ms. Krebs then stated that overwhelmingly, the survey data showed the Apply Idaho application process was easier, faster, and simpler than the traditional approach to applying to multiple colleges and that on average, students rated Apply Idaho 4.45 stars for ease of use, with over 58% of responses falling in the 5-star category. Additionally, feedback from site coordinators indicated the simplicity and waived application fees of Apply Idaho led students to explore their postsecondary options more than they would have before and encouraged students that were “on the fence” or intimidated by the process of applying to apply to Idaho’s public postsecondary institutions. Finally, Ms. Krebs stated the data shows Idaho’s public postsecondary institutions experienced an overall increase of 88.3% from 2016 to 2017 in the number of applications submitted and that on average each student completed 2.5 applications.

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

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

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

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

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

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

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

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

Board member Westerberg then commented the Board has promoted Apply Idaho as a no fee application process and asks if any institutions have assessed fees after application that a student could perceive as an application fee. Mr. Howell responded in the affirmative, adding institutions have seen an increase in the total number of applications received and in response, some institutions have elected to assess additional fees in order to cover the cost of processing these applications. Board member Westerberg then requested the Board office provide additional information on these fees for the Board members to review and follow up on. Board member Soltman then commented the Board will be reviewing fees at the regularly scheduled Board meeting in April and asks for this information to be included. Dr. Clark then asks if these fees were included in the information provided at last April’s regularly scheduled Board meeting to which Mr. Howell responded it was his understanding some of the institutions have classified these fees as a processing fee, therefore these fees would not come to the Board for consideration and approval. Dr. Clark then asked this information be provided to Board members prior to the upcoming regularly scheduled April Board meeting.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education
   This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra introduced the item sharing with Board members developments in K-12 education include an update on Idaho’s Mastery Based Incubator Schools and the Idaho State Department of Education’s new Certification Look Up Tool.
Prior to beginning the presentation, Superintendent Ybarra shared with Board members Harold B. Lee Elementary school in the West Side School District and the Murtaugh Joint School District were both recently recognized nationally as Title I Distinguished Schools at the National Title I Conference in Philadelphia, PA for their efforts closing achievement gaps.

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

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

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

There were no additional comments or questions from the Board.

2. Every Student Succeeds Act Consolidated State Plan
   This item was moved to the end of the Planning, Policy & Governmental Affairs Agenda

3. Educator Certification - Praxis II Content Area Cut Scores

BOARD ACTION

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

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members the Praxis II – Subject Assessments have been selected as the State Board approved content area assessments and, at its October 19, 2017 meeting, the Board directed the Professional Standards Commission (PSC) to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes, as well as updated qualifying scores on the existing Praxis II assessments.
Board member Critchfield then asked how the cut scores are determined or developed to which the Idaho State Department of Education’s Director of Certification and Professional Standards, Ms. Lisa Colon Durham responded the PSC has typically used the multi-cut score which has been developed by various states as a measure for what a teacher must know to be effective in the classroom, adding if the state does not adopt a multi-cut score then the PCS will review and determine the appropriate cut score.

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

There were no additional questions or comments from the Board.

4. School Counselor Evaluation

BOARD ACTION

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

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

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

There were not additional questions or comments from the Board.

5. Instructional Staff Certificate – Dance Endorsement

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

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

Board member Critchfield requested a summary leading up to the PSC decision to which the Director of Certification and Professional Standards for the Idaho State Department of Education, Ms. Lisa Colon Durham responded the PSC was not able to arrive upon a consensus for this endorsement and how the endorsement could potentially effect rural school districts and that three (3) of the 18 PSC members were in favor of adding the endorsement, the rest were not.

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

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

There were no additional questions or comments from the Board.
At this time Board members moved to go into Executive Session.

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Hill): To meet in executive session pursuant to Section 74-206(1)(b), Idaho Code, “To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.” A roll call vote was taken and the motion carried 8-0.

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

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

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

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

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

OPEN FORUM

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

There were not questions or comments from the Board.

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

There were not questions or comments from the Board.
CONSENT AGENDA

BOARD ACTION

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

Audit

1. Appointment of Johanna Hale to Audit Committee

BOARD ACTION

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

Instruction, Research and Student Affairs (IRSA)

2. WWAMI Admissions Committee Appointment

BOARD ACTION

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

Planning, Policy and Governmental Affairs (PPGA)

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

State Department of Education (SDE)

4. Professional Standards Commission – Emergency Provisional Certificates

BOARD ACTION

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

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

7. 2018 Legislative Update

BOARD ACTION

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

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

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

- H0365 Liquor Account, Community Colleges – passed House, referred to Senate Education Committee;
- H0366 Worker’s Compensation, Public Employment - reported out of Senate with a Do Pass Recommendation and filed for a second reading;
- H0367 Education, Resident Student – held in committee;
- S1210 Eastern Idaho Technical College – passed Senate, sent to House and reported out of committee with a due pass recommendation, filed for third reading on Senate floor;
- S1211 Education, Professional Standards – waiting for hearing;
- S1212 Education, Career Technical – passed Senate with a Due Pass Recommendation and referred to House;
- S1221 College Credit Transfer – passed Senate Education Committee with a Due Pass Recommendation and filed for a Second reading on the Senate Floor;
- S1222 Career Technical Education Funding – passed House and Senate Education Committees and filed for a third reading on the Senate Floor;
- S1279 Idaho Opportunity Scholarship – introduced and awaiting hearing in Senate Education Committee;
Ms. Bent then shares with Board members that in addition to the bills introduced as part of the Board’s legislative agenda, Representative Sally Toone from District 26 has introduced H0504 Educator Loan Assistance Program to establish an educator loan assistance program and has asked Board members to consider supporting this bill. Board member Clark then asked if H0504 is in response to the teacher pipeline issue to which Ms. Bent responded the intent of the bill is to help school districts in rural areas to recruit teachers and that as written, the loan assistance would be applied on an annual basis after service. Board member Critchfield then asked how this bill differs from previous versions to which Ms. Bent responded this version is a simplified version of previous bills.

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

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

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

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

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

There were no additional questions or comments from the Board.


BOARD ACTION

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

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

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

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

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

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

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

There were no additional questions or comments from the Board.

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

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

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

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

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

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

There were no additional questions or comments from the Board.

10. Public Schools Accountability – Trajectory Growth Model

BOARD ACTION

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

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

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

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

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

There were no additional questions or comments from the Board.

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

2. Every Student Succeeds Act Consolidated State Plan
   This item was moved to the end of the Planning, Policy & Governmental Affairs Agenda

BOARD ACTION

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

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

Board member Critchfield asked if modifications to the ESSA Plan included the removal of the extended graduation rate to which ISDE Director for Assessment and Accountability, Ms. Karlynn Laraway responded the 4-year cohort graduation rate
includes those students who graduate prior to the beginning of the following school year as well as summer graduates. Board member Critchfield then asked if this was allowable to which Ms. Laraway responded ISDE will report on a 5-year cohort as outlined in the accountability plan for both traditional and alternative high schools.

There were no additional questions or comments from the Board.

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

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

BOARD ACTION

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

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

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

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

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

Board member Westerberg then shared with Board members the West Side School District is within his home county and that his is familiar with the districts efforts and has found them to be an innovative, creative district with a clear view of where they are headed.
There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

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

BOARD ACTION

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

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

There were no questions or comments from the Board.

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

BOARD ACTION

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

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg introduced the item sharing with Board members the proposed employment agreement is longer than three years and therefore requires Board approval. He then invited the Chief Operating Officer, Vice President and Special Counsel for Boise State University, Mr. Kevin Satterlee to review the agreement and answer any questions from the Board.
Mr. Satterlee reports the length of the contract term is due to the offer of employment being made during the middle of the year and expiring at the end of the baseball season. Additionally, Mr. Satterlee states the first two years of employment will involve building the team and program and that during this time Mr. Van Tol would not be eligible for the incentives provided for in the employment agreement.

There were no questions or comments from the Board.

**Section II – Finance**

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

**BOARD ACTION**

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

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

There were not questions or comments from the Board.

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

**BOARD ACTION**

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

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

There were no questions or comments from the Board.
3. University of Idaho – WWAMI Medical Education Building Renovations Project

BOARD ACTION

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

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

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

There were not questions or comments from the Board.

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

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)

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

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item sharing with Board members the Higher Education Research Council is a subcommittee of the IRSA Committee and is charged with the oversight of higher education research in Idaho. Dr. Hill then invited Chairman of the Higher Education Research Council (HERC), Dr. Mark Rudin to present the council’s annual update to the Board.
Dr. Rudin begins his update but sharing HERC membership is comprised of the Vice Presidents of Research for Idaho’s three universities and Dr. Lori Stinson from Lewis-Clark State College as well as industry partners. Dr. Rudin continues the mission of HERC is to strengthen the research capabilities of Idaho’s public 4-year institutions and contribute to the economic development of the state of Idaho. He then provides the Board with an update on HERC’s FY18 Initiatives beginning with HERC’s Research Infrastructure. Dr. Rudin shares these are funds totaling $825,000 for FY18 that are allocated to each of Idaho’s three universities as well as Lewis-Clark State College to help fund research infrastructure such as graduate assistants, equipment and personnel. Dr. Rudin continues HERC’s Incubation Fund Grant Program is an initiative developed to fund projects for researchers at Idaho’s institutions to partner with industry on and that in FY18 this initiative funded seven (7) projects totaling $435,000. Mr. Rudin adds this is a competitive process with the expectation for researchers to present their results to HERC on an annual basis. The final initiative Dr. Rudin shared with the Board is the HERC IGEM program which was designed to build the research capacity of Idaho’s universities while still focusing on individual research projects.

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

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

There were no additional questions or comments from the Board.

2. National Governor’s Association Work-Based Learning Policy Academy
   This item was provided in the agenda materials as in information item.

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

Mr. Johnson begins by sharing with Board members Idaho is one of six states selected for participation in the NGA Work-Based Learning Policy Academy and that each selected state received a grant of $80,000 for is participation in the policy academy intended to provide support to the commitment shared by education, workforce, and legislative stakeholders to strengthen and scale work-based learning as part of the state’s strategy to build a skilled workforce aligned with industry needs. Mr. Johnson continued three specific initiatives of the Academy include vision and communication, data and measurement, and resource and policy. Additionally, recipients are required to host a Governor’s Summit on Work Based Learning as part of the grant and ICTE is currently working on finalizing the details for this summit.
Board member Hill then commented Idaho’s participation in the NGA Work-Based Learning Policy Academy is an outgrowth of the Workforce Development Taskforce where one of the recommendations was to value all pathways to career including work-based learning pathways and that Idaho should value all mechanisms to career and build an across government approach to career and not just an educational approach.

There were no additional questions or comments from the Board.

3. Common Course Indexing Report
   This item was provided in the agenda materials as in information item.

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

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

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

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

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

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

There were no additional questions or comments from the Board.
4. Postsecondary Guided Pathways Planning Report

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

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

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

There were no questions or comments from the Board.

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

BOARD ACTION

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

AND

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. Dr. Hill stated the program will be offered wholly online and will operate under the fee guidelines in Board Policy as they pertain to wholly online programs. Dr. Hill then invited Boise State University (BSU) Professor and Vice Provost for Academic Planning, Dr. James Munger, Provost and Vice President for Academic Affairs Dr. Martin Schimpf and Department Chair of Community and Environmental Health Dr. Lillian Smith to present BSU’s proposal to Board members as well as answer any questions from the Board.
Dr. Munger begins by sharing the proposed program will focus on developing skills in collaborative leadership, quantitative literacy, and public health analysis to enable graduates to develop the knowledge base, analytic abilities, catalyst thinking and interpersonal skills needed to become a promoter of positive social change. Dr. Munger continues the program’s size will be scaled to demand for the program and that BSU projects the program will reach a size of 292 students by the sixth year, graduating approximately 78 students per year once the program is up and running.

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

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

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

Board member Westerberg then commented the Board’s approach in the past has been the market will eventually dictate what the price needs to be, however, with the other issues surrounding this topic, especially in-state students being charged the same as out-of-state students, the Board needs to do more work around how these courses are priced.
Board member Hill then asked who would be the target audience for this program to which Dr. Smith responded non-traditional students with some college experience or possibly board certified through a community college who are interested in promoting social change in their community, non-profit work, and customer service positions in health and healthcare.

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

There were no additional questions or comments from the Board.

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

BOARD ACTION

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

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

There were no questions or comments from the Board.

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

BOARD ACTION

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

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

There were no questions or comments from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Hill/Critchfield): To adjourn the meeting at 10:57 pm (MST). The motion carried 8-0.
A special meeting of the State Board of Education was held March 2, 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 11:00 am 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 (Except Where Noted) Richard Westerberg
Emma Atchley

Absent:
Sherri Ybarra, State Superintendent

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Legislative Update

M/S (Soltman/Atchley) To oppose House Bill 566. The motion carried 5-1 with Mr. Westerberg voting Nay. Dr. Hill and Superintendent Ybarra were absent from voting.

AND

M/S (Atchley/Westerberg) To oppose House Bill 590. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND
M/S (Critchfield/Soltman) To endorse House Bill 631. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Hill) To endorse House Bill 648. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Soltman) To endorse Senate Bill 1291. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Ms. Debbie Critchfield, introduced the item reminding Board members the item before the Board today provides an update on Education related legislation introduced during the 2018 legislative session following the update to the Board at the February regular Board meeting and provides the Board with the opportunity to support, oppose, or stand neutral on legislation introduced during the current legislative session. She then invited the Board’s Chief Planning and Policy Officer, Ms. Tracie Bent, to provide a brief overview of the legislation being voted on by the Board today.

Ms. Bent begins with House Bill 566 Charter School Administrator Certification sharing with Board members the proposed legislation would create a separate administrator certification for individuals working at charter schools and would provide charter schools the option of using the proposed certificate or the current certificate provided for under Idaho Administrative Rule. The proposed certificate would allow an individual to receive a certificate based upon the minimum requirements of holding a bachelor's degree from an accredited 4-year institution, submit to a criminal history check, complete a course consisting of a minimum of three (3) semester credits on the statewide framework for teacher evaluations, and submits a letter from a charter school board of directors stating the board of directors has carefully considered the applicants candidacy, has committed to hiring the individual, and is committed to overseeing the applicants performance. She continues the requirements in Administrative Rule require an applicant complete an Administrator Preparation Program based on the state standards for administrators, hold a master’s degree if they are a school principal or an education specialist PhD or post-master’s degree program of at least one (1) year for a superintendent, and four (4) years’ experience working in an educational setting with students.

Dr. Clark then asked why the standards for public charter school administrators, under House Bill 566, would be less than those for a traditional public school administrator. Ms. Bent responded the sponsors of the bill have indicated charter schools have long been considered incubators for innovation and that the state heavily regulates Idaho’s public charter schools more than other states and that charter schools authorized by the Public Charter School Commission (PCSC) fall under additional regulation by the PCSC. Dr.
Clark then asked if the PCSC has taken any action on the proposed House Bill 566 to which Director of the PCSC, Ms. Tamara Baysinger responded the PCSC has discussed the proposed legislation and made the decision to remain neutral.

Board member Soltman then asked Ms. Baysinger if the proposed legislation was in response to a single charter school to which Ms. Baysinger responded the legislation appears to be precipitated by a single petitioning group who has not formally begun the petitioning process but has a specific individual they wish to hire to whom this legislation would apply. Ms. Baysinger then adds there are a handful of other, similar cases where existing schools might take advantage of this provision if it existed. Mr. Soltman then shared with the Board feedback from his discussions with charter school administrators as well as the Idaho Association of School Administrators (IASA) who have all indicated a lack of support for the proposed legislation. Ms. Bent adds that during the House Education Committee hearing for House Bill 566, both the IASA and Idaho Education Association (IEA) opposed the bill. Board member Critchfield then comments it may be worth a discussion by the Board around extending this type of provision statewide and that this could occur without enacting legislation.

The discussion then moved to House Bill 590 Guided Education Management Act where Ms. Bent shared with Board members the proposed legislation would create a program that would allow for guided education management scholarships or GEM Scholarships. Ms. Bent continues the proposed legislation would create GEM Scholarship funds managed by a scholarship management organization and the Board would be required to appoint at least one and no more than three organizations to administer the funds. Ms. Bent then stated eligible individuals include low income students defined as an annual family income at or below 185% of the federal poverty guidelines, a child with disabilities as defined in Idaho code, at risk student as defined by the State Board of Education rules or students whose parent(s) is a member of the military and is on active duty or was a member of the military who was killed in the line of duty and that the legislation includes a list of qualified education expenses one of which being private tuition for K-12 education. Additionally, Ms. Bent shares with the Board the scholarship granting organizations would be required to submit an annual audit to the Board and that for students using the scholarship to pay for full-time tuition at a private school, the scholarship granting organization would be required to submit copies of the student’s test score sheet on a nationally normative test to the Board and that Board would be responsible for reviewing all reports submitted. Additionally, the Board would have the authority to remove the authorization of a scholarship granting organization.

At this time Dr. Hill joined the meeting.

Board member Critchfield then shares she has no opposition to the scholarship itself but does have concerns with the Board’s oversight of the proposed scholarship adding the bill, as written, does not give the Board rule making authority and questions the Board’s oversight of students who do not fall under the Board’s authority.
Board member Atchley then comments there are many other ways for individuals to provide scholarships for students attending a school outside of the State Board of Education’s oversight and questions the necessity of the proposed legislation.

Board member Westerberg then voiced his agreement with Board members Critchfield and Atchley, adding the proposed oversight by the Board is not well placed and should not be added to the current work of the Board and staff.

Dr. Hill and Board member Scoggin then state they are not opposed to the scholarship, but question the oversight of the funds being housed under the Board.

Dr. Clark then states her agreement with Board member Atchley adding she feels the legislation is poor policy and is not something a state with limited resources should embark upon.

At this time the Board began their discussion of House Bill 631 Higher Education – Residency Requirements. Ms. Bent shared with Board members the proposed legislation incorporates in part what the Board approved earlier this year and introduced in a piece of legislation. Ms. Bent continues the Board originally approved extending the number of years after graduation an Idaho secondary student retains residency status from six (6) years to seven (7) years and that House Bill 631 would extend the residency requirement to eight (8) years after graduation. The proposed legislation would also grant in-state residency status to any student who completes an undergraduate program at any accredited postsecondary institution in Idaho for purposes of entering a graduate program as long as they enter the program within 36 months from completion of the program regardless of the state of residency during the intervening 36 months and allows full-time graduate students to use their first year of the graduate program to establish domicile and become eligible for resident tuition rates starting in year two. Ms. Bent then shares with Board members the proposed legislation was introduced by Representative Wendy Horman who shared with Board staff the proposed legislation was written partially in response to the Leadership in Nuclear Energy (LINE) Commission’s trouble assembling a sufficient pool of candidates with graduate degrees and to encourage students to continue their graduate degree(s) in Idaho with the hope they would stay and work in Idaho after graduation. Ms. Bent then shared with the Board a preliminary impact study prepared by Idaho’s public postsecondary institutions indicated the legislation could have a negative fiscal impact.

Dr. Hill then asked if the proposed legislation would allow for any graduate student to be granted residency after 12 months regardless of the state or school where they attended their undergraduate education to which Ms. Bent responded in the affirmative for full-time graduate students.

Dr. Clark then invited representatives at the meeting from Idaho’s public postsecondary institutions to provide input on the proposed legislation. Representing the University of Idaho (UI) was Mr. Joe Stegner, Special Assistant to the President, who shared UI supports the proposed legislation and that to be competitive UI is already practicing this
to some degree and the proposed legislation would allow the institution to advertise their efforts as state law. He also adds the fiscal impact to UI would be minimal.

Representing Idaho State University (ISU) was Mr. Kent Kuntz, Director of Government Relations, who also stated ISU’s support for the proposed legislation, echoing his agreement with Mr. Stegner’s statements.

Dr. Clark then invited the Board’s Chief Fiscal Officer, Mr. Chet Herbst, to provide an update to Board members on Board policy V.T. Fee Waivers. Mr. Herbst begins by sharing with Board members Lewis-Clark State College is the only 4-year institution to have reached the 6% cap on out-of-state tuition fee waivers. Mr. Herbst continues the estimated annual negative impact of the proposed legislation to the University of Idaho would be $5.2 million, Boise State University $2.6 million and Idaho State University $600,000.00, as reported by each institution; however if each institution were able to attract more graduate students as a result of the proposed legislation, it would be possible for each institution to overcome the projected deficits.

The discussion then moved to House Bill 648 Computer Science Courses where Ms. Bent shared with Board members the proposed legislation would require school districts to offer at least one (1) computer science course during the school day. Ms. Bent continues the course could be offered through the Idaho Digital Learning Academy (IDLA) or as a new course developed by the local school district, and that delivery of the course would be left to the school district.

Dr. Clark then asked if the course could be used to meet the science and math requirements to which Ms. Bent responds currently a requirement exists in Board rule that if a computer science course is a dual credit or advanced placement computer science course and the student has taken algebra, then the computer science course can count as a math credit. She continues when this requirement was put in place the state had not implemented computer science standards and that the Board is scheduled to review expanding the use of computer science courses aligned to the state standards this coming spring. Board member Critchfield then stated her desire for the Board to follow up with a rule change allowing students to use a computer science course to meet a math or science requirement. Board member Atchley then asked why the proposed legislation was exclusive to computer science courses to which Board member Critchfield responded it is her understanding after speaking with the bill’s sponsor, the intent is to highlight the state’s current workforce needs and to provide a focused opportunity to high school students to experience computer science related applications.

The Board’s final item for discussion was Senate Bill 1291 School Turnaround Act. Ms. Bent reminded Board members the Board office received an ongoing appropriation starting in FY17 for school improvements and that those funds were awarded to the University of Idaho (UI) through a request for approval process for the purposes of working with low performing schools who volunteer to develop school improvement plans, capacity and leadership at the district, school and classroom level for the implementation of these plans. Ms. Bent continues the grant is currently in its second of three years of funding and the proposed turnaround program requirements in the proposed legislation
are similar to the request for proposal program requirements awarded to the UI and that the original bill established the program as a requirement for low performing schools and consequences for schools that fail to improve. Ms. Bent continues during the Senate Education Committee meeting on March 1, 2018, the bill was passed out of committee to the Senate amending order at the bill sponsors request for amendments that would make the program voluntary and amend the possible actions should a school fail to improve. Additionally, the proposed bill amendment would replace Section 33-6108 with new consequences that include program extensions and amendments to the contract with the school improvement experts. Dr. Clark adds this is a source of funding for non-Title I schools who are required to meet the requirements of the lowest performing groups but do not receive any additional funding and the proposed legislation is an equalizer to ensure all schools have the opportunity to support low performing groups.

Board member Scoggin then asked Dr. Clark for her perspective on the proposed legislation based upon her many years of experience as an educator and administrator in Idaho’s public school system. Dr. Clark responded as an administrator she would have been very enthusiastic about the program, adding Turn Around schools require a tremendous amount of assistance outside of a school’s existing resources and she would have welcomed this type of support for non-Title schools. Chief Deputy Superintendent for the Idaho State Department of Education (ISDE), Mr. Pete Koehler, then commented the proposed legislation runs parallel to the plans built in to the state’s Every Student Succeeds Act (ESSA) Plan and is viewed by ISDE as a complimentary program that will benefit Idaho’s non-Title I schools.

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 (Critchfield/Westerberg): To adjourn the meeting at 11:55 am MST. The motion carried 7-0. Superintendent Ybarra was absent from voting.
A special meeting of the State Board of Education was held March 8, 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 10:00 am MST. A roll call of members was taken.

**Present:**
- Dr. Linda Clark, President
- Debbie Critchfield, Vice President
- Dr. David Hill, Secretary
- Emma Atchley
- Don Soltman
- Richard Westerberg
- Sherri Ybarra, State Superintendent

**Absent:**
- Andrew Scoggin

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

1. Finance and Construction of the Cybercore Integration Center and Collaborative Computing Center Facilities

**M/S (Westerberg/Atchley):** To approve the purchase by the Board of the parcel referred to in the real estate purchase agreement attached hereto, and to authorize execution of a purchase agreement and ancillary documents by the Board President in substantial conformance to Attachment 1. The motion carried 6-0 with Dr. Hill abstaining. Mr. Scoggin was absent from voting.

**AND**

**M/S (Westerberg/Atchley):** To authorize the Board President to execute documents in substantial conformance to the Idaho State Building Authority documents at
Attachments 2, 3, and 4; and the Battelle Energy Alliance, LLC subleases at Attachments 5 and 6; and the Certificate of Idaho State Board of Education document at Attachment 7; and to delegate authority to the Executive Director to execute documents incidental to the Idaho State Building Authority bond issuance and the development and construction of the Cybercore Integration Center facility and the Collaborative Computing Center facility. The motion carried 6-0 with Dr. Hill abstaining. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item reminding Board members in March 2017, the Legislature approved Senate Concurrent Resolution 105 pursuant to Idaho Code, 67-6410, which authorized the Board to enter into agreements with the Idaho State Building Authority (ISBA) for the “financing and development of research and educational facilities, and related facilities, at Idaho Falls, Idaho, for their uses and the uses of other public and/or private entities that may have affiliated, related or collaborative purposes.”

Mr. Westerberg continues by stating the facilities are intended to be subleased by the Board to Battelle Energy Alliance, LLC (BEA) for use by BEA as the principal operating contractor for the Idaho National Laboratory (INL). The Collaborative Computing Center (C3) building will house a supercomputer which will support research activities carried out at INL and throughout the state. The Cybercore Integration Center (CIC) building will support cyber security research. He then invited the Board’s Chief Fiscal Officer, Mr. Chet Herbst, to provide an update on the project to members of the Board.

Mr. Herbst begins by sharing with Board members the selected Construction Manager at Risk (CMAR) team of JE Dunn and ESI, working with BEA and the Idaho State Building Authority (ISBA), have established the Guaranteed Maximum Price (GMP) for the project and that work by ISBA’s financing and bond counsel team on the financing plan for the project is in its final stages. Finally Mr. Herbst states the project documents are expected to be complete and in place by April 19, 2018.

Board member Atchley then asked if BEA intends to recover the approximate gap of $19 million between the calculated bond revenues and the total cost of the project through lease payments or if this gap is viewed by BEA as operating costs that will not be recovered. Mr. Herbst responded the annual rental payments will cover the construction costs identified as those to be paid with bond proceeds, however, there are other features of the facility, at the request of BEA that BEA has agreed to fund outside of the lease payments. The Board’s Deputy Attorney General, Ms. Jenifer Marcus, adds BEA has paid upfront for the cost of the design work and to the extent there are funds left in the construction fund setup under the bonds, after construction BEA has the right to be reimbursed from any amount left in the account. Board member Atchley then asked for additional clarification as to whether or not any construction funds could be used to offset the anticipated $19 million gap between the calculated bond revenues and the total cost of the project. Representing INL was Dr. Van Briggs who responded BEA has invested close to $24 million in the facilities, almost double the anticipated investment, and that because of this increase BEA has requested any additional funds leftover at the end of the project be available to BEA for reimbursement of the design fees. Ms. Atchley
thanked Dr. Briggs for the clarification and then expressed her great satisfaction with the project adding the project will be of great benefit to the state of Idaho.

Board member Critchfield then asked how the project directly impacts the Board’s Go On Rate and Strategic Plan to which Board member Westerberg responded the project comes with significant educational opportunities and will impact the Go On Rate as it provides opportunities for Idaho students to participate in cyber security work. Dr. Hill voices his support to Mr. Westerberg’s comments adding connecting the educational infrastructure to the work of INL in a positive reinforced manner will provide attractive opportunities for every level of education within Idaho and hopefully impact the Go On Rate by providing opportunities that matter today.

The Board’s Executive Director, Mr. Matt Freeman, then shared with Board members the project is one of the largest single transactions the Board has engaged in, requiring a significant amount of work on the part of Board staff. Mr. Freeman continues by expressing his gratitude for the work of the Board’s Chief Financial Officer, Mr. Chet Herbst, Deputy Attorney General, Ms. Jenifer Marcus, and General Counsel for Boise State University Counsel, Nicole Pantera.

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 10:27 am MST. The motion carried 7-0. Mr. Scoggin was absent from voting.
A special meeting of the State Board of Education was held March 15, 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 4:47 pm MST. A roll call of members was taken.

Present:
Dr. Linda Clark, President
Debbie Critchfield, Vice President
Emma Atchley
Andrew Scoggin

Absent:
Dr. David Hill, Secretary

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. House Bill 693 – Reading Intervention

M/S (Critchfield/Westerberg): I move the Board strongly supports a single statewide K-3 reading assessment administered and funded by the state; and that the Board will oppose any legislation which would remove the requirement for a single statewide K-3 reading assessment or eliminate state funding for the assessment. The Board reaffirms its support for transitioning from a pilot to a field test of the new reading assessment in year two (2018-2019). The motion carried 7-0. Dr. Hill was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Ms. Debbie Critchfield introduced the item, sharing with members the item before the Board today was brought forth by herself and Board president Dr. Linda Clark as
There were not additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Critchfield/Westerberg): To adjourn the meeting at 5:01 pm MST. The motion carried 7-0. Dr. Hill was absent from voting.
A special meeting of the State Board of Education was held April 2-3, 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 11:00am MST. A roll call of members was taken.

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

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

*Except Where Noted

Monday, April 2, 2018

EXECUTIVE SESSION (Closed to the Public)

1. Idaho State University

M/S (Critchfield/Atchley): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member of individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. A roll call vote was taken and the motion carried 7-0. Superintendent Ybarra was absent from voting.

Board members entered in to Executive Session at 11:00am MST.

Superintendent Ybarra joined the meeting at 11:05 am MST.
The Board recessed for the evening at 3:15pm MST.

Tuesday, April 3, 2018

EXECUTIVE SESSION (Closed to the Public)

2. Lewis-Clark State College

M/S (Critchfield/Atchley): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member of individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 7-0. Superintendent Ybarra was absent from voting.

The Board reconvened Tuesday, April 3, 2018. Board President Dr. Linda Clark presided and called the meeting to order at 8:00am MST. A roll call of members was taken.

Board member Scoggin joined the meeting at 8:37 am MST.

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

Board members exited Executive Session at 12:43pm MST.

OTHER BUSINESS

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

M/S (Atchley/Hill): To adjourn the meeting at 12:45 pm MST. The motion carried 8-0.
A special meeting of the State Board of Education was held April 5, 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 4:00pm MST. A roll call of members was taken.

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

**Absent:**
Andrew Scoggin

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

2. Lewis-Clark State College – Appoint President

M/S (Westerberg/Soltman): I move to appoint Dr. Cynthia Lee A. Pemberton, as President of Lewis-Clark State College, effective July 1, 2018, at the annual salary of $225,000 and to approve the employment agreement in the form provided. The motion carried 7-0. Board member Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item. Mr. Westerberg then thanked the search committee co-chairs and members for their work on the search committee. There were no additional questions or comments from the Board.
3. Idaho State University – Appoint President

M/S (Westerberg/Hill): I move to appoint Kevin Satterlee, as President of Idaho State University, effective June 18, 2018, at the annual salary of $370,000 and to approve the employment agreement in substantial conformance to the form provided. The motion carried 7-0. Board member Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item. Mr. Westerberg then thanked the search committee co-chairs and members for their work on the search committee.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Smarty Ants Early Literacy Program

M/S (Critchfield/Soltman): I move to accept the Smarty Ants offer to provide a free early literacy resource tool for families to work with their early learners at home. The motion carried 7-0. Board member Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item. She then invited Superintendent Ybarra to answer any questions from members of the Board. Superintendent Ybarra explained to Board members that due to a poor connection she was having difficulty participating in the call, however, a full discussion of the Smarty Ants program was planned for the regularly scheduled Board meeting in April at which time she would be available to answer any questions Board members may have.

Dr. Clark then shared with Board members Smarty Ants has offered to donate their online program for home use absolutely free for five (5) years and the motion before the Board today is to accept this offer. Dr. Clark then stated this is not an answer to preschool but does provide a tool for families of four year olds to use to better prepare their students for Kindergarten. Finally, Dr. Clark stated her appreciation of the donation and that the Board will be looking forward to following the data and hopes families will take advantage of the program.

Board member Critchfield then asked for additional information on the aspects of the program, to which Dr. Clark responded the program is an online resource that can be accessed by any computer or handheld device with an internet connection, at home or in a public setting such as a library and is a highly interactive, age appropriate software program designed to foster student readiness.
Board member Critchfield then asked if the program has a particular focus on reading to which Superintendent Ybarra answered in the affirmative, adding the program is tailored to accelerate student literacy and adjusts levels to accelerate student success.

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 (Hill/Critchfield): To adjourn the meeting at 4:40 pm MST. The motion carried 7-0. Board member Scoggin was absent from voting.
<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BAHR - INSTITUTION PROCESSING FEES</td>
<td>Information Item</td>
</tr>
<tr>
<td>B</td>
<td>BAHR - STUDENT TUITION AND FEE RATES (ACADEMIC YEAR 2018-2019)</td>
<td>Motion to Approve</td>
</tr>
<tr>
<td>C</td>
<td>PPGA – SCHOOL SAFETY AND SECURITY</td>
<td>Information Item</td>
</tr>
<tr>
<td>D</td>
<td>PPGA – INSTITUTION AND AGENCY STRATEGIC PLANS</td>
<td>Information Item</td>
</tr>
<tr>
<td>E</td>
<td>IRSA – OPEN EDUCATIONAL RESOURCE EXPANSION</td>
<td>Information Item</td>
</tr>
</tbody>
</table>
COLLEGE AND UNIVERSITIES

SUBJECT
Processing Fees for First-Time, Full-Time, Resident Students

REFERENCE
February 2018  Board received overview of Apply Idaho initiative and requested staff to provide additional information on any processing fees associated with the applications.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (“A Well Educated Citizenry”) Objective A (“Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”).

BACKGROUND/DISCUSSION
The February 2018 overview of the Apply Idaho initiative included discussion on two key goals of the program: to simplify the application process to Idaho’s public post-secondary institutions and to reduce cost barriers in order to encourage additional students to submit applications. Feedback to Board staff from site coordinators has indicated that the simpler, streamlined process and (in some cases) the elimination of application fees has led to increased applications by students who were “on the fence” and who might have been intimidated by the application procedures in place prior to Apply Idaho.

The Board has promoted Apply Idaho as a “no fee” application process, but feedback from the field indicates that institutions may have other processing fees in place that are directly related to the application process and are used to address the costs of processing additional applicants. The Board asked staff to provide additional information on these fees for consideration at the April Board meeting as part of the student tuition/fee setting discussion. Attached, for information, are the processing fees currently in place at the four year institutions and the community colleges. Board Policy V.R.3.c.iv. addresses these “processing fees, permits and fines” as within the fee categories which have been delegated to the Chief Executive Officers.

IMPACT
Staff worked with the institutions to summarize their respective processing fees charged to first-time, full-time resident students, and when those fees are collected. In response to a request from the Business Affairs and Human Resources (BAHR) Committee, the attached summaries also show (at the bottom...
of each sheet) the impact of the fees directly related to application/enrollment in addition to the Board’s approved tuition and mandatory fees (activity, technology, and facility fees), to give a clearer picture of the total package of mandatory tuition and fees at each institution.

ATTACHMENTS
Attachment 1: Boise State University Processing Fees Page 5
Attachment 2: Idaho State University Processing Fees Page 6
Attachment 3: University of Idaho Processing Fees Page 7
Attachment 4: Lewis-Clark State College Processing Fees Page 9
Attachment 5: College of Southern Idaho Processing Fees Page 10
Attachment 6: College of Eastern Idaho Processing Fees Page 11
Attachment 7: College of Western Idaho Processing Fees Page 12
Attachment 8: North Idaho College Processing Fees Page 13

STAFF COMMENTS
The Board will note variations in the number and types of processing fees among the institutions. For example, Boise State University and University of Idaho charge an intent to enroll or enrollment confirmation fee. The University of Idaho allows the student to apply their enrollment confirmation fee to tuition, room and board, or other charges, following enrollment. Idaho State University (ISU) charges an application fee for those students who do not utilize Apply Idaho or who do not attend an application day workshop held at Idaho high schools. ISU waives this fee in some circumstances, such as for students receiving government assistance or facing financial hardship. ISU charges an application fee for their College of Technology students unless they also meet the criteria above or they work with the Center for New Directions and START programs.

Staff has received comments from the field that the number and timing of the various fees can also impact student perceptions. Information on how these processing fees can be waived needs to be highly visible to students. Out-of-pocket financial pressures can be lessened when collection of fees can be made following distribution of student financial aid. Board staff was also asked by the members of the Indian Education Committee to relay that the number of unbundled administrative and processing fees has been a source of discouragement for some tribal members.

Differential growth rates for enrollment at the institutions result in greater administrative processing burdens for some institutions; however, institutions may wish to reflect upon the number, size, timing, and transparency of their various processing fees (and conditions under which those fees might be waived) to complement the Board’s efforts to promote a user-friendly and free application process.
BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
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COLLEGE AND UNIVERSITIES

SUBJECT
FY 2019 Student Tuition & Fee Rates (Academic Year 2018-2019)

REFERENCE
February 2013  Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014  Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014  Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees
December 2015  Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
April 2016  Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (“A Well Educated Citizenry”) Objective A (“Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”).

BACKGROUND/DISCUSSION
Board policy V.R. defines fees and the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

“In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change.”
Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2019.

Reference Documents
Page 9 displays information from the 2018 Sine Die Report showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 24 years compared to other state budgeted programs. Since 1996, the portion allocated to College & Universities (CU) has decreased from 12.7% to 8.1%. However looking at the longer term, in 1975 the portion was 20.8%.

Page 10 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Page 11 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2017-18, 2016-17, 2012-13 and 2007-08 for undergraduate/graduate and resident/non-resident students.

Page 12 shows a summary of FY 2019 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution’s tab by aggregating the data for the 4-year institutions. The charts are described below:

Page 13 – Cost of Attending College vs. Per Capita Income
The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2007 to 2017. Each institution has a chart showing similar information. The “cost” of attendance reflects full tuition and fees, which differs from the actual “price” of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho’s 4-year institutions has grown from $14,578 in 2007 to $19,401 in 2017, or 33%, while the Idaho per capita income has increased from $32,580 to $40,444, or 24%. The increases in the cost to attend college from 2007 to 2017 are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>67%</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>5%</td>
</tr>
<tr>
<td>Room and Board</td>
<td>43%</td>
</tr>
<tr>
<td>Personal and Transportation *</td>
<td>-5%</td>
</tr>
<tr>
<td>Total Cost to Attend</td>
<td>33%</td>
</tr>
</tbody>
</table>

* Boise State University moved some personal and transportation costs to room and board in FY 2017.
Page 14: Cost to Deliver College
The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2007 to 2017 are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>20%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>51%</td>
</tr>
<tr>
<td>Student Services</td>
<td>65%</td>
</tr>
<tr>
<td>Library Services</td>
<td>24%</td>
</tr>
<tr>
<td>Athletics &amp; Auxiliaries</td>
<td>29%</td>
</tr>
<tr>
<td>Plant and Depreciation</td>
<td>37%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>71%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>126%</td>
</tr>
<tr>
<td>Total Increase in Cost to Deliver College</td>
<td>35%</td>
</tr>
</tbody>
</table>

At the same time, student FTE (horizontal red line page 14) has increased by 2.1%.

Page 15: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2007 to 2018 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Page 16: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.5% in 2018.

Page 17: Percentage of CU Total Appropriation by Source

The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from General Account, Student Fees and Endowment funds.
The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees which are not waivers.

The Chart shows the amount of discounts and waivers as a percentage of gross student fees.

**Institution Fee Proposals**
The detailed fee proposals for each institution are contained in separate tabs (LCSC, UI, BSU and ISU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule showing expenditures which will be covered by revenues from tuition and fee increases.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2019 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
  - Chart: Cost of Attending College vs. Per Capita Income
  - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
  - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

**IMPACT**
Full-time resident tuition and fee increases being requested by the institutions for FY 2019 (academic year 2018-2019) are as follows (in the order they will be presented):

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY18</th>
<th>FY19</th>
<th>% Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis-Clark State College</td>
<td>$6,334</td>
<td>$6,618</td>
<td>4.5%</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>$7,488</td>
<td>$7,940</td>
<td>6.0%</td>
</tr>
<tr>
<td>Boise State University</td>
<td>$7,326</td>
<td>$7,700</td>
<td>5.1%</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>$7,166</td>
<td>$7,420</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

**STAFF COMMENTS**
At the request of staff, each of the above four institutions conducted a tuition/fee analysis of the impact of unfunded “must pay” items that resulted from the FY2019 Legislative appropriation. Health benefits actually decreased by $1,450 per FTP
for all four institutions. The University of Idaho is not on the state health insurance plan, so a loss in state funding would affect their ability to pay health benefits for their employees funded on the general fund. Consequently, the Legislature appropriated one-time general funds to offset this reduction in health benefits funding. There was no “fund shift” action taken during this Legislative session to cover fully the cost of Change in Employee Compensation (CEC). That funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation directed by lawmakers for other state employees.

The Business Affairs and Human Resources (BAHR) Committee has reviewed the institutions’ analyses of how much additional revenue would be generated by their proposed tuition/fee increases and how those dollars would be used to cover CEC and other key needs. Meanwhile, Board staff worked behind the scenes during the session to educate legislators on the rationale behind the level of annually reappropriated dollars for the college and universities, and the mechanics of the one-time “reserve” balances maintained by the institutions to cover unfunded infrastructure needs and other initiatives.

Representatives from the institutions will be prepared to answer questions during this agenda item regarding their tuition/fee requests and describe the rationale and proposed uses of funds generated by their respective requests. At the request of BAHR, institutions have considered tuition/fee options which would, where possible, minimize the adverse impacts on resident, full-time, undergraduate students. Motion sheets also address percentage and dollar increases for non-resident full-time students and other fees for other categories of students as presented by the institutions.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2019 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.
BOARD ACTION

LEWIS-CLARK STATE COLLEGE:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Lewis-Clark State College by ____% ($____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by ____% ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____
IDAHO STATE UNIVERSITY:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Idaho State University by ____ % ($____) for a total dollar amount of $______; to authorize the University to establish the tuition portion of this total dollar amount ($5,645.00) as the base tuition for eligible students in the FY 2019 cohort for the University’s “Tuition Lock” initiative; and to increase the annual full-time tuition for nonresident undergraduate students by ____ % ($____) for a total dollar amount of $______.

Moved by________________ Seconded by________________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by________________ Seconded by________________ Carried Yes_____ No_____
Dual Credit Fee
I move to set the statewide dual credit fee at $65 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2019.

Moved by________________ Seconded by________________ Carried Yes_____ No_____

Transcript Fee
I move to set the statewide transcript fee at $10 per credit for fiscal year 2019 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by________________ Seconded by________________ Carried Yes_____ No_____

Summer Bridge Program Fee
I move to set the statewide summer bridge program fee at $65 per credit for fiscal year 2019 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by________________ Seconded by________________ Carried Yes_____ No_____
BOISE STATE UNIVERSITY

SUBJECT
Honors College Program Fee

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Achievement.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to establish an Honors College Program Fee which will be charged only to students participating in the Honors College Program. The fee will be charged on a per semester basis in the amount of fifty dollars ($50) beginning fall 2018. BSU estimates annual revenue from this fee at $100,000 which will be used specifically to fund expanded student co-curricular programming to match the 104% growth in students since 2014, as well as funding support staff to ensure BSU’s record of student success continues at scale.

The Honors College is a voluntary program that recruits top students from Idaho and the region to enhance BSU’s academic reputation. It is designed to strengthen the experience of these qualified applicants through Honors courses and activities. For the past several years, two-thirds of BSU’s new students reported Honors was a critical factor in their choice of BSU. Co-curricular activities are a central feature of Honors Colleges nationally.

Additionally, regional Honors Colleges at University of Utah, Oregon State, and University of Oregon charge fees (ranging from $150-$400 per year) that allow the institutions to offer additional programming and support for their students. Without a fee, BSU is at a competitive disadvantage to these programs.

IMPACT
The Honors College Program Fee would allow the program to meet the accelerated demand for services BSU provides to these high-achieving students. In fall 2018, BSU projects its student population to grow an additional 10-15%. BSU has had a record-breaking application cycle with a 20% increase in applications over the last year.
STAFF COMMENTS AND RECOMMENDATIONS
Representatives from BSU will be available to discuss the additional programming and enhanced support that could be provided to Honors College students with funding from the proposed mandatory $50 per semester fee, and whether the fee would be an eligible expense for student financial aid.

Staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to establish an Honors College Program Fee in the amount of fifty dollars ($50) per semester, effective fall 2018.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
BOISE STATE UNIVERSITY

SUBJECT
Senior Citizen Fee Adjustment

REFERENCE
February 2014 The Board revised the senior citizen fee in policy V.R. to remove specific requirements that Idaho residents 60 years of age or older be charged a $20 registration fee and $5 per credit hour, and delegated authority to the institutions to determine eligibility for the fee and to set the fee, subject to Board approval.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.R. “Establishment of Fees”

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective C: Access—Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to charge standard tuition and fee rates to Idaho residents aged 60 and older who take courses in pursuit of a degree. Currently, BSU’s senior citizen policy is based on the Board’s earlier policy prior to February 2014 (a $20 registration fee and $5 per credit charge for persons aged 60 and over). BSU offers this fee on a space-available basis, including those senior citizens who are seeking a degree.

Boise State would like to adjust its current practice and, instead, require that standard tuition and fees apply to all students who are pursuing degrees regardless of their age. However, Idaho residents aged 60 and older will be able to audit courses on a space available basis at no charge.

All students who attend the university in pursuit of a degree require the commitment of institutional resources – both instructional and support. Currently, students under age 60 who are pursuing degrees are subsidizing the cost for those above age 60 who are receiving the $5 per credit hour benefit. The proposed change corrects this inequity by charging all degree-seekers the standard tuition and fees. The University will focus its efforts for lifelong learning through course auditing and the Osher Lifelong Learning Institute (Osher).
IMPACT
Boise State serves seasoned adults through the Osher, Idaho’s only lifelong learning program, which offers college-level short courses, lectures and other special learning opportunities for intellectually curious adults over age 50. Membership is $70 per year and scholarships are available. Osher’s membership has increased over 70% in the last five years and now serves 1,586 individuals.

Providing University services to this audience through the Osher and through free access to auditing courses will ensure seniors have the opportunity to stay actively engaged in learning without impacting the progress of degree-seeking students who are taking courses for credit. Allowing seniors free to no cost opportunities to audit classes is not uncommon; for example, Portland State University and the University of Washington use this model.

Boise State will allow students aged 60 and above who are currently enrolled in a program as degree seeking students to complete their program at the previous level of $5 per credit hour. For all others, this new fee plan will go into effect in fall 2019.

STAFF COMMENTS AND RECOMMENDATIONS
With grandfathering provisions for senior citizens who are currently seeking degrees and a one year delay in the implementation date for all other seniors, the BSU proposal will help to minimize concerns/complaints from eligible students already pursuing degrees under the previous BSU senior citizen fee policy. The continuing “space available” criterion will help provide access to regular degree-seeking students who pay normal tuition and fees. Staff presumes that, under the new policy, special course fees might still be applicable for auditing seniors who participate in all aspects (labs, etc.) of courses that have approved course fees.

BSU representatives will be available to discuss the estimated impact in terms of numbers of affected students and feedback that may have been received to date from students on the proposed policy.

Staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to charge standard tuition and fee rates to Idaho residents 60 years of age and older who take courses in pursuit of a degree, and to offer senior citizens the opportunity to audit courses at no charge, on a space available basis.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
SUBJECT
Idaho Office of School Safety and Security (IOSSS)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section 33-5901, Idaho Code

BACKGROUND/DISCUSSION
The IOSSS was created by the legislature in 2016 to promote the safety and security of the students attending any and all public educational schools and institutions in the state. The goals of the IOSSS, as derived from legislative intent, are as follows:

1. Develop and employ a comprehensive process and instrument for triennial school assessments and reports.
2. Maintain accurate information on school locations and conditions, tracking facility additions and changes.
3. Identify and implement multiple modes of support for the improvement of safety and security within schools.
4. Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment.
5. Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation.

The IOSSS has an advisory board consisting of thirteen (13) members as follows:
- four (4) members appointed by the governor;
- one (1) representative from the State Department of Education;
- one (1) representative from the state board of education;
- one (1) representative from the Idaho state police;
- one (1) representative from the Idaho chiefs of police association;
- one (1) representative from the Idaho sheriffs' association;
- one (1) representative from the Idaho office of emergency management;
- one (1) representative from the Idaho fire chiefs association;
- and two (2) representatives from the state legislature. The primary purpose of the advisory board is to develop school safety and security guidelines.

IMPACT
This work session will provide the State Board of Education an opportunity to discuss the work of the IOSSS around supporting safe and secure campuses at Idaho's public schools, charter schools and institutions.

ATTACHMENTS
Attachment 1 – 2018 Legislative Report
STAFF COMMENTS AND RECOMMENDATIONS
In light of recent events involving school shootings around the country, during the February 2018 regular Board meeting, the Board president asked to have a work session on school safety and security.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
SUBJECT
Institution and Agency Strategic Plan

REFERENCE
April 2017  The Board reviewed the institution, agency, and special/health programs strategic plans and requested the plans be submitted using a consistent template.

June 2017  The Board approved the annual updates to the institution, agency, and special/health program strategic plans.

December 2017  The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers.

February 2018  The Board approved the State K-20 Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

ALIGNMENT WITH STRATEGIC PLAN
Goals 1 through 3: Institution and agency strategic plans are required to be in alignment with the Board’s K-20 Strategic Plan.

BACKGROUND/ DISCUSSION
Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board’s requirements are in alignment with DFM’s guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations...
interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
   
i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
   
ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
   
iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required components and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established a template for strategic plan submittal that has been in place since April 2017.

At the December 2017 Regular Board meeting the Board discussed and approved new “System-wide Performance Measures.” The new system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The institutions' directors of institutional research were provided the opportunity to give feedback on how each performance measure could be consistently counted across
The plans provided by the institutions with this agenda item are the first plans that use the new system-wide performance measures. While each institution is required to use the system-wide performance measures, each institution sets their own benchmarks. The institutional research directors met and discussed the system-wide performance measures and how they could be collected and reported consistently between institutions prior to Board consideration.

The new system-wide performance measures are:

**Timely Degree Completion**
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
II. Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees
   c) Baccalaureate degrees
IV. Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees
   c) Baccalaureate degrees

**Reform Remediation**
V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

**Math Pathways**
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

**Structured Schedules**
VII. Number of programs offering structured schedules.

**Guided Pathways**
VIII. Percent of first-time, full-time freshmen graduating within 100% of time

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the “status quo.”

All of the strategic plans are required to be in alignment with the Board’s system-wide strategic plans; these include the Board’s overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology,
Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution’s and agency’s strategic plan. The institutions and agencies have the option of imbedding this into their strategic plans or providing it as an addendum to the strategic plan.

**IMPACT**

Review will provide the Board with the opportunity to give the institutions and agencies direction on any final changes prior to consideration for approval at the June Board meeting.

**ATTACHMENTS**

**Institutions**
- Attachment 01 – University of Idaho
- Attachment 02 – Boise State University
- Attachment 03 – Idaho State University
- Attachment 04 – Lewis-Clark State College

**Community Colleges**
- Attachment 05 – College of Eastern Idaho
- Attachment 06 – College of Southern Idaho
- Attachment 07 – College of Western Idaho
- Attachment 08 – North Idaho College

**Agencies**
- Attachment 09 – Idaho Division of Career Technical Education
- Attachment 10 – Idaho Division of Vocational Rehabilitation
- Attachment 11 – Idaho Public Television
- Attachment 12 – State Department of Education/Public Schools

**Special and Health Programs**
- Attachment 13 - TechHelp
- Attachment 14 - Small Business Development Center
- Attachment 15 - Family Medicine Residency of Idaho (Boise)
- Attachment 16 - Family Medicine Residency (ISU)
- Attachment 17 - Idaho Dental Education Program
- Attachment 18 - Idaho Museum of Natural History
- Attachment 19 - Agricultural Research and Extension Services
- Attachment 20 - Forest Utilization Research
- Attachment 21 - Idaho Geological Survey
- Attachment 22 - Idaho - Washington Idaho Montana Utah (WIMU) Veterinary Medical Education
STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board’s constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans; this includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board considers and approves 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state as well as measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board’s goals and objectives.

As part of this year’s Work Session review of the strategic plans the Planning, Policy and Governmental Affairs Committee of the Board would like to focus work on understanding the institution and agency plan alignment, how the goals and objectives will impact or move the needle on the Board’s 60% Educational Attainment Goal, and how the plans promote greater educational system alignment and coordination. The institutions and agencies were requested to submit their plans showing amendments to goals, objectives, and performance measures. Amendments that only updated performance measure data did not need to be shown as changes. For the June Regular Board meeting clean versions of the plans will be provided for approval.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board’s discretion.
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SUBJECT
Integration of Open Education Resources

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION
According to a 2014 report released by the U.S. Center for Public Interest Research, the average college student spends $1200 each year on textbooks and other course materials. In some cases, perhaps more prevalent in community colleges, the cost of textbooks can exceed the cost of tuition. The research indicates that a majority of students base course selection decisions on textbook prices and seek to avoid courses with expensive content. Other students may not purchase required textbooks or attend classes early in the term until the more affordable used textbook found online has been delivered.

Legislative action at the federal level has been taken to address affordability issues associated with textbooks. Most notably, the Higher Education Opportunity Act of 2008 requires publishers to disclose prices to professors during the marketing process, and for institutions to allow students to see textbook prices during course registration.

Open Education Resources is defined by The Hewlett Foundation as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. [They] include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”

An example of OER is open-source textbooks, which are free online and affordable in print. Open-source textbooks have gained considerable momentum as a cost-effective alternative for traditional hard copy textbooks and fee-based online learning content. As the cost of textbooks outpaces the rate of inflation (the General Accountability Office reported in 2013 that new textbook prices increased 82 percent between 2002 and 2012), it is the only product in the marketplace that can directly compete with the more expensive price charged by publishers for new editions.

In order for Idaho to capitalize on the benefits of OER, the Board must (a) establish a comprehensive vision for the meaningful adoption of OER and (b) promote and support the need for OER development, adoption, and maintenance.

IMPACT
The low cost of OER reduces some of the inequity faced by Idaho’s low-income and underserved student populations pursuing postsecondary study. This also
includes financial hardships faced by adult learner populations seeking to complete a postsecondary credential. Providing affordable textbook and other learning resource options will help improve timely completion rates by reducing the costs associated with enrollment in additional required courses. Furthermore, offering OER as a means for instruction in dual credit courses will reduce the costs often encumbered by local K-12 school districts and students. Summarily, adopting a scale approach to OER promotes college completion and progress towards achieving the Board's attainment goals.

For faculty and instructors at the postsecondary level, the adoption of OER often requires a number of commitments. Among others, this includes undertaking the professional development necessary to learn how to effectively utilize OER, in addition to the work effort necessary for aligning OER to pedagogical preferences and desired course content. These items traditionally require additional time and/or resources to be allocated to faculty for taking on additional duties and responsibilities associated with transitioning to OER. At some Idaho institutions, there is not a sufficient instructional technology support staff to assist with professional development needs, nor is there specific incentive in institutional policies for faculty to consider the development and delivery of OER in their courses. Any expectation for the adoption of open education resources will need to bear in mind the need for these items to be addressed.

ATTACHMENTS
Attachment 1 – Open Education Fact Sheet Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Staff is supportive of pursuing OER adoption, at minimum, for the courses to be adopted in the 2019-20 academic year for common-course indexing (also commonly referred to as common-course numbering). However, for both Board staff and institutions, developing an understanding of the Board’s vision for the scope and scale of OER adoption would help shape planning and implementation processes.

BOARD ACTION
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<td>DEVELOPMENTS IN K-12 EDUCATION – LEGISLATIVE OVERVIEW</td>
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<td>2</td>
<td>KEEP IDAHO STUDENTS SAFE INITIATIVE OVERVIEW</td>
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SUBJECT
   Developments in K-12 Education

BACKGROUND/DISCUSSION
   Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board.

BOARD ACTION
   This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
   Keep Idaho Students Safe (KISS) Initiative Overview – Informational Item

APPLICABLE STATUTE, RULE, OR POLICY
   Section 33-1631, Idaho Code, Requirements for Harassment, Intimidation and Bullying Information and Professional Development.
   HB 287, Section 5 (2017) – Appropriations, Public Schools, Division of Children’s Programs; HB 634 (2018), Section 33-136, Idaho Code, Suicide Prevention in Schools.
   Idaho Administrative Code, IDAPA 08.02.03 – Section 160, Safe Environment and Discipline.

ALIGNMENT WITH STRATEGIC PLAN
   Goal 1: A Well Educated Citizenry, Objective D: Quality Education

BACKGROUND/DISCUSSION
   The Keep Idaho Students Safe (KISS) Initiative is an effort that builds upon existing efforts around school safety and student wellness. It is critical that the state explore every opportunity to ensure students are safe in Idaho schools.

   Key components of the Initiative include:
   • Create a ‘school safety course’ worth three (3) credits to be required for teacher and administrator recertification. The course will cover a range of safety topics.
   • Explore avenues for every school in the state to have trained, armed human security presence.
   • Focus existing trainings and conferences on behavioral threat assessment, bullying prevention and crisis response.
   • Establish a Statewide Safety Officer position at the Department to meet deficiencies identified by building level threat assessments to increase school security profiles.
   • Convene stakeholders and subject matter experts to create suicide prevention training materials for schools to adhere to pending legislation.

IMPACT
   This effort will increase the safety profile of Idaho schools through expanding the knowledge and awareness of staff to prevent, identify and intervene youth risk behaviors and threats to schools. Expanding state-level supports will aid in bringing school safety subject matter expertise to local jurisdictions. Additionally, increased law enforcement presence will serve as a deterrent to those planning on harmful actions on campus. The fiscal impact has yet to be determined.

ATTACHMENTS
   Attachment 1 – KISS Initiative Overview
   Attachment 2 – KISS Initiative Presentation
In 2017 the Idaho Legislature enacted the Idaho School Safety and Security Act (Chapter 59, Title 33, Idaho Code). This Act established the Office of School Safety and Security in the Division of Building Safety and the Idaho School Safety and Security Advisory Board. The legislative intent behind this act is:

- to promote the safety and security of the students attending the public education institution of the state; provide recommendations, systems and training to assist public educational institutions at all levels for the safety and security of students;
- enhance the safety and security resources available to public educational institutions;
- ensure that periodic security assessments of statewide public educational institutions are conducted and reported;
- ensure that surveys are conducted and research information is reported to appropriate parties;
- promote the use of technical methods, devices and improvements to address school security; encourage the recognition of security design to be incorporated in future construction or renovation of public education institutions;
- and provide written reports of security assessments to appropriate school administrative authorities.

As used in this chapter of Idaho Code, public educational institutions include public postsecondary institutions and public schools. The Office of School Safety and Security serves as an additional resource available to public schools and postsecondary institutions.

Any components to the initiative that required changes to educator preparation standards, certification, or certification renewal requirements would come back to the Board through the rulemaking process for Board action.

**BOARD ACTION**

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<td>PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS</td>
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<td>PPGA – IDAHO INDIAN EDUCATION APPOINTMENTS</td>
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IDaho State University

Subject
Operating Agreement between Idaho State University (ISU) and the Idaho State University Intellectual Property Foundation

Reference
August 2014
Board approval of the Operating Agreement between ISU and the ISU Intellectual Property Foundation.

Applicable Statute, Rule, or Policy
Idaho State Board of Education Governing Policies & Procedures, Section V.E.

Alignment with Strategic Plan
This action supports State Board of Education (Board) Strategic Plan Goal 2: Innovation and Economic Development; Objective B: Innovation and Creativity.

Background/Discussion
Board policy requires that institutions’ affiliated foundations be non-profit entities and that they be recognized by the Board. The operating agreements between the institutions and their affiliated foundations must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval.

Idaho State University (ISU) is submitting the operating agreement with the ISU Intellectual Property Foundation for its three-year review. There are no substantive changes to the agreement since the Board approved the agreement in 2014.

Impact
Re-approval of the operating agreement meets the requirement for periodic review and approval by the Board, as stated in Board Policy V.E.
STAFF COMMENTS AND RECOMMENDATIONS

The original version of the ISU operating agreement with the ISU Intellectual Properties Foundation was approved by the Board in 2014. ISU’s administration (including the Vice President for Research and General Counsel) and the ISU Foundation are satisfied with the arrangements in the agreement, which was approved by the Board. Board staff accomplished a line-by-line comparison of the two documents to confirm that the only changes made from the Board-approved 2014 document are minor format corrections and a new effective date, reflecting the three-year review and Board re-approval.

Note: Board Policy V.E. also requires that affiliated foundations have 501(c)(3) status. The ISU Intellectual Property Foundation is not yet in compliance. The Foundation is now working to obtain that status.

The Audit Committee reviewed the attached operating agreement at its March 2018 meeting and has forwarded it to the Board with the recommendation that it be approved. Staff recommends approval.

BOARD ACTION

I move to approve the Operating Agreement between Idaho State University and the Idaho State University Intellectual Property Foundation, Incorporated, as presented.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
CONSENT
APRIL 18, 2018

SUBJECT
Updates to Retirement Plan Documents: 401(a), 403(b) and 457(b).

REFERENCE
- December 2005: Board adopted a Deferred Compensation plan for employees under Internal Revenue Code, Section 457
- August 2008: Board approved Idaho Tax Deferred 403(b) Plan
- August 2013: 403(b) Plan and 457(b) Plan restated
- August 2014: Optional Retirement Plan (401a) restated
- June 2017: Retirement Plan Trust Agreement implemented, replacing prior custodial agreement

APPLICABLE STATUTE, RULE, OR POLICY
- Idaho Code §33-107A, -107B, -107C
- Idaho Code §59-513
- Idaho State Board of Education (Board) Governing Policies & Procedures, Sections II.K.

ALIGNMENT WITH STRATEGIC PLAN
The Retirement Plan is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION
The Board is the Plan Sponsor for defined contribution (DC) retirement plans utilized by non-PERSI employees at public colleges and universities and the Office of the State Board of Education. The DC plans include a 401(a) mandatory Optional Retirement Plan (ORP), which is the main plan receiving employer and employee contributions, and two voluntary plans—403(b) and 457(b)—which are available for employee-only contributions. The proposed updates to these plans reflect the following changes:

Dissolution of Eastern Idaho Technical College (EITC) and establishment of the College of Eastern Idaho (CEI): the Board’s current Retirement Plan documents [401(a), 403(b) and 457(b)] contain references to EITC. EITC will be dissolved as a legal entity as of July 1, 2018 with the effective date of legislation approved in the 2018 session. CEI will assume EITC’s previous retirement plan responsibilities.

Inclusion of College of Southern Idaho (CSI), College of Western Idaho (CWI), and North Idaho College (NIC) to the 403(b) Plan documents: the plans are being updated to reflect participation by CSI, CWI, and NIC, as formally attested by separate documentation from the three colleges.

Removal of references to specific staff member titles in plan document sections dealing with responsibilities, and replacement with institution names: Retirement Plan documents 401(a), 403(b) and 457(b) all currently contain references to specific individual titles at each Idaho institution. Because position titles
periodically change, the documents have been revised to make references at the institutional level as opposed to the individual level.

Addition of procedures to cover transfers from ORP to Public Employee Retirement System of Idaho (PERSI) for personnel who move from faculty or professional staff positions to classified positions: Institution employees who are working within ORP eligible positions need a mechanism within the ORP process to transfer to PERSI if they are subsequently hired into a PERSI-eligible role. PERSI allows transfers of this kind to occur; however, there is currently no corresponding language within the ORP Plan document to cover this option. PERSI and the Board’s special deputy attorney general for retirement plans (Reinhart Boerner Van Deuren) have jointly developed language allowing these transfers to occur.

With the implementation of the Retirement Plan Trust Agreement replacing the prior custodial agreement, outdated Trust language within the 401(a) Plan document has been removed.

Other technical “clean up” corrections and clarifications: After a comprehensive review of the ORP Plan document by the Board’s special deputy attorney general for retirement plans, a number of other technical changes have been made to ensure that the ORP document is compliant with current tax law and accurate.

IMPACT
The revisions contained in the attachments will bring the Board’s family of retirement plan documents up-to-date, reflecting the new lineup of community colleges in the state, clarifying current procedures, and tightening up sections related to federal tax laws for defined contribution retirement plans.

ATTACHMENTS
Attachment 1 – Redline version of 401 (a) Plan reflecting replacement of EITC with CEI
Attachment 2 – Redline version of 403 (b) Plan reflecting replacement of EITC with CEI and addition of CSI, CWI and NIC
Attachment 3 – Redline version of 457 (b) Plan reflecting replacement of EITC with CEI
Attachment 4 – Redline version of 401(a) Plan changing responsibility references to the institutional level
Attachment 5 – Redline version of 403(b) Plan changing responsibility references to the institutional level
Attachment 6 – Redline version of 457(b) Plan changing responsibility references to the institutional level
Attachment 7 – Revised section (4.6) in 401(a) Plan, enabling transfers from ORP to PERSI upon hire into a PERSI-eligible position
Attachment 8 – List of other technical changes/corrections to the document, as coordinated with Board’s external retirement plan counsel
STAFF COMMENTS AND RECOMMENDATIONS
The proposed updates to the 401(a), 403(b) and 457(b) plan documents will ensure the language in all three documents is current and in compliance with federal and state law. Staff recommends approval.

BOARD ACTION
I move to approve the modifications to the Board’s 401(a), 403(b) and 457(b) Retirement Plans as presented in the attached documents.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
BOISE STATE UNIVERSITY

SUBJECT
Property transfer from Board of Regents to the Idaho State Board of Education

REFERENCE
October 2015 Board approved planning and design of Center for Materials Science Research
February 2016 Board approved name Micron Center for Materials Research
August 2017 Board approved construction of Micron Center for Materials Research

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-101, Idaho Code
Section 33-4002, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Sections V.I.2.c and V.I.5.b.iii

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well Educated Citizenry, Objective A: Access and Objective C: Higher Level of Educational Attainment, Objective D: Quality Education

BACKGROUND/DISCUSSION
In August of 2017, the Idaho State Board of Education (Board) approved Boise State University’s (BSU’s) request to begin construction of the Micron Center for Materials Research (MCMR). Construction officially began in March 2018 with the abatement and demolition of the former Facilities Operations & Maintenance building. University Drive, Manitou Avenue, Belmont Street, and the vacated portion of Vermont Avenue define the project boundaries (Attachment 1).

BSU is working to consolidate the parcels of land on this lot for permitting purposes as required by the Ada County Highway District and the City of Boise. However, parcel R8048011280, which was deeded to BSU in 1959, is currently held in the name of the Board of Regents of the University of Idaho (UI), rather than the Idaho State Board of Education, thus preventing consolidation. The parcel lies directly under the soon-to-be-constructed MCMR, thus must be consolidated with the other parcels on this block for construction to move forward. The lots cannot be consolidated until all are held in the name of the Idaho State Board of Education.

To move the lot consolidation and MCMR construction forward, BSU’s general counsel has drafted a quitclaim deed that, upon execution, will transfer the
property from the Board of Regents to the Board, allowing for contiguous ownership of the project site. Legal counsel for UI and the Board agree that a quitclaim deed is the best solution to effectuate the lot consolidation so the MCMR project can move forward without delay.

IMPACT
Executing the quitclaim deed will enable timely progress of the MCMR project. Delays in execution may hinder permitting with local review agencies and delay the start of construction.

ATTACHMENTS
Attachment 1 – Parcel #R8048011280 Legal Description and Location   Page 3
Attachment 2 – Quitclaim Deed   Page 5

STAFF COMMENTS AND RECOMMENDATIONS
Chet to add comments

BOARD ACTION
I move to approve the execution of the quitclaim deed as presented in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SUBJECT
Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE
December 2017 Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION
In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than $250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho’s public postsecondary institutions that were approved between December 2017 and March 2018 by the Executive Director.

ATTACHMENTS
Attachment 1 – List of Programs and Changes Approved by the Executive Director

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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 February 15, 2017 Board meeting. Since that meeting, Board staff has received twenty-six (26) permits from Boise State University, six (6) permits from Idaho State University, nineteen (19) permits from the University of Idaho and four (4) permits from Lewis-Clark State College.

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

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
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CONSENT
APRIL 19, 2018

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT
Idaho State Rehabilitation Council (Council) Membership

REFERENCE
December 2016  Board appointed Robert Atkins to the Council as a representative for business/industry and labor for term of three years.
April 2017  Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017  Board appointed Joe Anderson to the Council for three-year term.

APPLICABLE STATUTE, RULE, OR POLICY

ALIGNMENT WITH STRATEGIC PLAN
Governance item; it does not align with the State Board of Education Strategic Plan.

BACKGROUND/DISCUSSION
Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Career Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;

ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;

iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;

iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an
ex officio, nonvoting member of the Council if employed by the designated State agency;

v. At least one representative of community rehabilitation program service providers;

vi. Four representatives of business, industry, and labor;

vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;

viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;

x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;

xi. At least one representative of the State workforce investment board; and

xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor’s term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has three (3) nominations and two (2) expirations for Board consideration: Mike Hauser, whose first term ended February 28, 2018 and serves as a representative of Disability Advocacy Groups, would like to serve a second term. Suzette Whiting who represents a vocational rehabilitation counselor is ending her first term as of June 30, 2018; she would like to continue for a second term. Angela Lindig who represents a parent training and information center will be ending her second term on June 30, 2018. The Council would like to nominate Sarah Tueller to fill the vacancy left by Angela Lindig. Lastly, Lori Gentillon, who represents a community rehabilitation program service provider, is ending her second term on the council as of June 30, 2018. At this time there are no nominations for the community rehabilitation program
service provider representative.

IMPACT
The above (3) appointments, and (2) expirations will bring the Council membership to a total of (15) fifteen with one vacancy on the council for a representative of a community rehabilitation program service provider. Minimum composition for the council is 15 members.

ATTACHMENTS
Attachment 1 – Current Council Membership Page 5
Attachment 2 – Mike Hauser Letter of Interest Page 6
Attachment 3 – Sarah Tueller Nomination Form Page 7
Attachment 4 – Suzette Whiting Letter of Interest Page 8

BOARD ACTION
I move to approve the re-appointment of Mike Hauser to the State Rehabilitation Council as a representative for disability advocacy groups for a second term of three years effective immediately, ending February 28, 2021.

Moved by ___________ Seconded by ___________ Carried Yes_____ No_____

I move to approve the appointment of Sarah Tueller to the State Rehabilitation Council as a representative for a parent information and training center for a term of three years effective July 1, 2018 ending June 30, 2021.

Moved by ___________ Seconded by ___________ Carried Yes_____ No_____

I move to approve the re-appointment of Suzette Whiting to the State Rehabilitation Council as a representative for a vocational rehabilitation counselor for a second term of three years effective July 1, 2018, ending June 30, 2021.

Moved by ___________ Seconded by ___________ Carried Yes_____ No_____
CONSENT
APRIL 19, 2018

SUBJECT
Idaho Indian Education Committee Appointments

REFERENCE
April 14, 2016 The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.

October 20, 2016 The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.

June 15, 2017 The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.

August 10, 2017 The Board approved the appointment of Jason Ostrowski.

October 19, 2017 The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.

December 21, 2017 The Board approved the appointment of Gary Aitken.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.P.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1, A Well Educated Citizenry, Objective A: Access; Goal 4 Effective and Efficient Educational System, Objective D, Advocacy and Communication

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

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

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

The Fort Hall Business Council has forwarded Mr. Ladd Edmo’s name for consideration as the tribal chair representative on the Indian Education Committee and has forwarded Mr. Hank McArthur’s name for reappointment as
the Bureau of Indian Education School representative on the committee. A Tribal Resolution from the Fort Hall Business Council is provided.

The Shoshone-Paiute Tribe has forwarded Mr. Pete Putra’s name for reappointment as the tribal chair designee on the Indian Education Committee. Mr. Putra’s term is scheduled to expire on June 30, 2018. A letter of support from the Tribal Chair is provided.

The Nez Perce Tribal Executive Committee has forwarded Mr. Bill Picard’s name for reappointment as the tribal chair designee on the Indian Education Committee and has forwarded Ms. Joyce McFarland’s name for reappointment as the tribal education department representative on the committee. Both terms are scheduled to expire June 30, 2018. A tribal resolution from the Nez Perce Tribal Executive Committee is provided.

Mr. Jim Anderson is the Vice President for Enrollment Services at Boise State University. He has served on the Indian Education Committee as BSU’s representative since 2013. Mr. Anderson’s term is scheduled to expire in June 2018 and has expressed interest in continuing his service on the committee.

Mr. Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Mr. Ostrowski will be completing a term vacated by a previous member, which is scheduled to expire June 2018. Mr. Ostrowski has expressed interest in continuing his service on the committee.

**IMPACT**

The proposed appointments replaces the Shoshone-Bannock Tribes tribal chair/designee representative on the Committee and reappoints six existing members.

**ATTACHMENTS**

Attachment 1 – Current Committee Membership Page 5
Attachment 2 – Fort Hall Business Council Tribal Resolution Page 7
Attachment 3 – Shoshone-Paiute Tribal Resolution Page 8
Attachment 4 – Nez Perce Tribal Executive Committee Tribal Resolution Page 9
Attachment 5 – Boise State University – Nomination Letter Page 11
Attachment 6 – College of Southern Idaho – Nomination Letter Page 12

**STAFF COMMENTS AND RECOMMENDATIONS**

Mr. Marcus Coby is no longer on the Fort Hall Business Council. Mr. Ladd Edmo has been identified to replace Mr. Coby and serve as the tribal chair designee. If approved, Mr. Edmo would complete Mr. Coby’s term, which runs through June 30, 2022.

Board staff recommends approval.
BOARD ACTION

I move to appoint Mr. Ladd Edmo, to serve as the Tribal Chairperson’s designee for the Shoshone-Bannock Tribes, effective immediately and expiring June 30, 2022.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to appoint Mr. Hank McArthur to serve as the Bureau of Indian Education School representative, effective July 1, 2018 and expiring June 30, 2023.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to appoint Mr. Pete Putra, to serve as the Tribal Chairperson’s designee for the Shoshone-Paiute Tribes, effective July 1, 2018 and expiring June 30, 2023.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to appoint Mr. Bill Picard to serve as the Tribal Chairperson’s designee and Ms. Joyce McFarland, to serve as the tribal education department representative for the Nez Perce Tribe, effective July 1, 2018 and expiring June 30, 2023.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to appoint Mr. Jim Anderson, representing Boise State University, and Mr. Jason Ostrowski, representing the College of Southern Idaho to the Indian Education Committee effective July 1, 2018 and expiring June 30, 2023.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
CONSENT
APRIL 19, 2018

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Boise State University; Proposed Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 – Section 100, Official Vehicle for Approving Teacher Education Programs

ALIGNMENT WITH STRATEGIC PLAN
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 Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) endorsement program proposed by Boise State University (BSU). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Blended Early Childhood Education/Early Childhood Special Education Standards would be met and/or surpassed through the proposed program.

During its January 2018 meeting, the PSC voted to recommend Conditional Approval of the proposed Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) 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 Board approval.

ATTACHMENTS
Attachment 1 – BSU Blended Early Childhood Education New Program Proposal
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 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 Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) endorsement program offered through Boise State University.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Emergency Provisional Certificates

REFERENCE

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.

February 2018  
Board approved seven (7) provisional certificates for the 2017-18 school year.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION

Three (3) 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.

Chief Tahgee Elementary Academy #483

Applicant Name: Sowell, Lorinda
Content & Grade Range: All Subjects K-8
Educational Level: BA, Education 12/2013
Declared Emergency: December 19, 2017, Chief Tahgee Elementary Academy Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: This candidate has worked in the district for two years under an alternative authorization. She has been unable to successfully complete the ABCTE testing. The district has opened the position
for the 2018-19 school year, but wishes to keep her in the position for the remainder of the 2017-2018 school year.

**PSC Review:** The Professional Standards Commission Authorizations Committee met January 26, 2018. The committee recommends Chief Tahgee Elementary Academy’s request for Lorinda Sowell without reservation.

**Coeur d’Alene School District #271**

**Applicant Name:** Erickson, Bryce  
**Content & Grade Range:** Physical Education K-12  
**Educational Level:** BA, Human Performance & Sports 12/2006  
**Declared Emergency:** November 7, 2017, Coeur d’Alene School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.  

**Summary of Recruitment Efforts:** This candidate is working in the district for their second year. The first year was on an Alternative Authorization with a plan through Lewis-Clark State College (LCSC). The candidate did not take any coursework in the 2017-18 school year and therefore does not meet renewal requirements. Funding has been withheld for this position. The district has a new plan from LCSC and will work with the candidate to meet renewal requirements for 2018-19 school year.  

**PSC Review:** The Professional Standards Commission Authorizations Committee met January 26, 2018. The committee recommends Coeur d’Alene School District’s request for Bryce Erickson without reservation.

**Middleton School District #134**

**Applicant Name:** Warner, Jana  
**Content & Grade Range:** Social Studies 6-12  
**Educational Level:** BA, Multidisciplinary Studies 12/2015  
**Declared Emergency:** December 11, 2017, Middleton School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.  

**Summary of Recruitment Efforts:** Middleton School District terminated a teacher. Ms. Warner was employed in the district and was reassigned while the position was posted. The courses began 10/4/17 and will not go into the second semester if a suitable candidate is found.  


**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 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 a one-year emergency provisional certificate for Lorinda Sowell to teach All Subjects grades kindergarten through eight (8) in the Chief Tahgee Elementary Academy #483 for the 2017-18 school year.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Bryce Erickson to serve as Physical Education Teacher grades kindergarten through twelve (12) in the Coeur d'Alene School District #271 for the 2017-18 school year.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
I move to approve a one-year emergency provisional certificate for Jana Warner to teach Social Studies grades six (6) through twelve (12) in the Middleton School District #134 for the 2017-18 school year.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1252, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 4: Effective and Efficient Educational System; Objective A: Quality Teaching Workforce

BACKGROUND/DISCUSSION
Idaho Statute Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the positions from the Idaho Association of Colleges for Teacher Education, the Idaho Education Association, Northwest Professional Educators, the Idaho Indian Education Committee, and the Idaho Association of Secondary School Principals. Resumes for interested individuals are attached.

Career Technical Education:
- Kristi Enger (reappointment)

Elementary School Principal:
- Dr. Elisa Saffle (reappointment), Idaho Association of Elementary School Principals

School Board Member:
- Margaret Chipman, Weiser School District (reappointment), Idaho School Boards Association
• Karen Echeverria, Idaho School Boards Association
• Quinn Perry, Idaho School Boards Association
• Matthew Broncho, Idaho Indian Education Committee

Private Higher Education:
• Terah Moore, College of Idaho, Idaho Association of the Colleges of Teacher Education
• LoriAnn Sanchez, Northwest Nazarene University, Idaho Association of the Colleges of Teacher Education
• Scott Gardner, BYU Idaho, Idaho Association of the Colleges of Teacher Education

Exceptional Child Teacher:
• Marianne Sletteland, Potlatch School District, Idaho Education Association
• Christine Kaufman, Lewiston School District, Idaho Education Association
• Jason Stucki, American Falls School District, Idaho Education Association
• Melanie Redwater, Blackfoot School District, Idaho Indian Education Committee

Classroom Teacher:
• Topher Wallaert (elementary school teacher), Mountain Home School District (reappointment), Idaho Education Association
• Angela Gillman (elementary school teacher), Idaho Falls School District, Idaho Education Association
• Kristin Burns (elementary school teacher), St. Maries School District, Idaho Education Association
• Paul Collins (elementary school teacher), Moscow Charter School, Northwest Professional Educators
• Vanessa Hylton (elementary school teacher), Moscow Charter School, Northwest Professional Educators
• Kelly Jo Fisk (elementary school teacher), Blackfoot Charter School, Northwest Professional Educators
• Iris Chimburas (elementary school teacher), Lapwai School District, Idaho Indian Education Committee
• Sheila Hewett (elementary school teacher), Lapwai School District, Idaho Indian Education Committee

STAFF COMMENTS AND RECOMMENDATIONS
At the June 2016 Board meeting the Board discussed the importance of representation on various state level committees by representatives of Idaho’s underserved populations. It was determined at that time that the Department would amend its practices for seeking nominations for positions on the Professional Standards Commission. The new practice would include reaching out not only to the identified stakeholder groups, but to also other education community groups to allow individuals who are not connected to the standard
chains of communications the opportunity to apply or submit nominations for positions that may be opening up, whether they were due to terms expiring or from member resignations. The nominations provided include four nominations across three positions from the Board’s Indian Education Committee in accordance with this change.

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.” At this time only one nomination is being provided for the Elementary School Position, the nomination is for a reappointment.

Additionally, Section 33-1252, Idaho Code requires not less than seven (7) member be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

ATTACHMENTS
Attachment 1 – Current Professional Standards Commission Members Page 7
Attachment 2 – Resume for Kristi Enger Page 9
Attachment 3 – Resume for Dr. Elisa Saffle Page 12
Attachment 4 – Resume for Margaret Chipman Page 14
Attachment 5 – Resume for Karen Echeverria Page 17
Attachment 6 – Resume for Quinn Perry Page 22
Attachment 7 – Resume for Matthew Broncho Page 24
Attachment 8 – Nomination Selection Email for Terah Moore Page 29
Attachment 9 – Nominee email, LoriAnn Sanchez and Scott Gardner Page 31
Attachment 10 – Resume for Marianne Sletteland Page 33
Attachment 11 – Resume for Christine Kaufman Page 42
BOARD ACTION

I move to reappoint Kristi Enger as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing Career Technical Education.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to reappoint Dr. Elisa Saffle as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing Elementary School Principals.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to reappoint Margaret Chipman as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing School Board Members.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to appoint Terah Moore as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing Private Higher Education.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____
I move to appoint Marianne Sletteland as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2019, representing Exceptional Child Education.

Moved by __________ Seconded by __________   Carried: Yes ____   No ____

I move to reappoint Topher Wallaert as a member of the Professional Standards Commission for a three-year term effective July 1, 2018, and ending June 30, 2021, representing Public School Classroom Teachers.

Moved by __________ Seconded by __________   Carried: Yes ____   No ____

I move to appoint Iris Chimburas as a member of the Professional Standards Commission for a three-year term effective July 1, 2018, and ending June 30, 2021, representing Public School Classroom Teachers.

Moved by __________ Seconded by __________   Carried: Yes ____   No ____
SUBJECT
Business Affairs and Human Resources (BAHR) Committee Chairman’s Overview

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.3

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/DISCUSSION
The BAHR Chair will provide a concise summary of several of the key initiatives being worked within the Committee, in cooperation with staff from the eight higher education institutions and the Division of Career Technical Education. Ongoing BAHR projects include:
- Development of a multi-year Outcomes-Based Funding (OBF) model for implementation beginning in FY2020, following up on recommendations from the Higher Education Task Force (HETF).
- Review and revision of several Board policies covering financial and human resource operations, including:
  - Policy V.X. “Intercollegiate Athletics”
  - Policy V.R. “Establishment of Fees”
  - Policy V.T. “Fee Waivers”
  - Policy V.S. “Allocation of Lump Sum Appropriation” (EWA)
  - Policy V.K. “Construction Projects”
- Financing and Construction of Cybercore Integration Center (CIC) and Collaborative Computing Center (C3) in Idaho Falls, in collaboration with Idaho State Building Authority and the Idaho National Laboratory
- Analysis and reporting (to Legislature) on Dual Credit program costs
- Setting up Systems Integration Consulting project, in furtherance of enacted 2018 legislation
- Work with external consultants to review the Board’s financial tracking procedures and metrics
- Work on defining deferred maintenance backlogs at the colleges and universities
- Review of College/University proposed tuition/fee requests for FY2019, and review of fees that have been established under the authority of the chief executive officers

IMPACT
The Chairman’s overview will update Board members on efforts underway on projects within the BAHR Committee’s area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS
Staff will be available to provide additional details on current BAHR initiatives, if needed, in the event the Chairman’s update prompts questions.
BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.
<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INTERCOLLEGIATE ATHLETICS FY2017 Revenue and Expenses Reports</td>
<td>Information Item</td>
</tr>
<tr>
<td>2</td>
<td>INTERCOLLEGIATE ATHLETICS FY2017 and FY2018 Compensation Reports</td>
<td>Information Item</td>
</tr>
<tr>
<td>3</td>
<td>INTERCOLLEGIATE ATHLETICS FY2017 Gender Equity Reports</td>
<td>Information Item</td>
</tr>
<tr>
<td>4</td>
<td>FY2019 APPROPRIATIONS</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>5</td>
<td>FY2020 BUDGET GUIDELINES</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>6</td>
<td>FY2019 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>7</td>
<td>GRADUATE MEDICAL EDUCATION UPDATE</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>8</td>
<td>BOISE STATE UNIVERSITY Campus Master Plan Update</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>9</td>
<td>BOISE STATE UNIVERSITY Real Property Acquisition</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>10</td>
<td>IDAHO STATE UNIVERSITY Alumni House Proposal</td>
<td>Motion to approve</td>
</tr>
<tr>
<td>TAB</td>
<td>DESCRIPTION</td>
<td>ACTION</td>
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<tr>
<td>-----</td>
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<td>-----------------</td>
</tr>
<tr>
<td>11</td>
<td>UNIVERSITY OF IDAHO</td>
<td>Construction Authorization - Salmon Classroom-Office Facility Project</td>
</tr>
<tr>
<td>12</td>
<td>UNIVERSITY OF IDAHO</td>
<td>Disposal of Real Property - Caine</td>
</tr>
<tr>
<td>13</td>
<td>UNIVERSITY OF IDAHO</td>
<td>Athletic Plan</td>
</tr>
</tbody>
</table>
SUBJECT
Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE
June 2016 Board directed that the universities’ National Collegiate Athletics Association (NC AA) “Agreed Upon Procedures Reports” would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (“A Well Educated Citizenry”) Objective A (“Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”).

BACKGROUND/DISCUSSION
Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA “Agreed Upon Procedures Reports” that are prepared annually and reviewed by the Board’s external auditor.

IMPACT
The reports of Revenues and Expenses are presented for each institution for fiscal year 2017 in Attachments 1 through 4. Below is a summary of the four institutions’ reported excess or deficiency of revenues over expenses, from the bottom line, right side totals from the attached reports.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Excess (Deficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State University</td>
<td>($412,282)</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>($17,025)</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>$1,007,717</td>
</tr>
<tr>
<td>Lewis-Clark State College</td>
<td>$44,425</td>
</tr>
</tbody>
</table>

ATTACHMENTS
Attachment 1 Boise State University Page 3
Attachment 2 Idaho State University Page 4
Attachment 3 University of Idaho Page 5
Attachment 4 Lewis-Clark State College Page 6
STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2017. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions (i.e., ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting). If (hypothetically) state funds were to be removed from the reported revenue side, all four institutions would be in “deficiency” status (-$1.2M for LCSC, -$3.0M for BSU, -$3.2M for UI, and -$3.9M for ISU). Representatives from the institutions will be available to respond questions from Board members, if applicable.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Intercollegiate Athletics Department Employee Compensation Report

REFERENCE
April 2017 Board received FY 2016 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN
The Intercollegiate Athletics employee compensation report is a non-strategic, Board governance agenda item.

BACKGROUND/ DISCUSSION
The attached spreadsheets show actual compensation figures for FY2017 and estimated compensation figures for FY2018. The sources of funding for athletic department positions vary widely. A number of the most highly-paid coaching positions are funded entirely from program revenues.

IMPACT
The report details the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS
Attachment 1 - Boise State University FY17 Actual Pages 3-4
Attachment 2 – Boise State University FY18 Estimate Pages 5-6
Attachment 3 - Idaho State University FY17 Actual Pages 7-8
Attachment 4 – Idaho State University FY18 Estimate Pages 9-10
Attachment 5 - University of Idaho FY17 Actual Pages 11-12
Attachment 6 – University of Idaho FY18 Estimate Pages 13-14
Attachment 7 - Lewis-Clark State College FY17 Actual Pages 15-16
Attachment 8 – Lewis-Clark State College FY18 Estimate Pages 17-18

STAFF COMMENTS AND RECOMMENDATIONS
The Board has delegated, through Board Policy II.B., personnel management authority to the Chief Executive Officer of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the Chief Executive Officer of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or
with a total annual compensation amount of $200,000 or higher, is subject to approval by the Board.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Athletics Gender Equity Reports

REFERENCE
June 2016
Board adopted the reports required by the institutions’ federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.X.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (“A Well Educated Citizenry”) Objective A (“Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”).

BACKGROUND/DISCUSSION
Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance ...." (20 U.S.C. §1681(a))

In 1996 the US Department of Education’s Office for Civil Rights (OCR) issued a “Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test” to determine if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, the selection of sports and the level of competition must accommodate the students’ interests and abilities, using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been fully and effectively accommodated by the present program.
Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Idaho State Board of Education (Board) Policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board in a format and time to be determined by the Executive Director. The reports from the institutions include a narrative discussion of gender equity-related issues along with a summary table which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT
The attached summary worksheets show the institutions’ enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS
Attachment 1: BSU Gender Equity Narrative Page 5
Attachment 2: BSU Gender Equity Worksheet Page 17
Attachment 3: ISU Gender Equity Narrative Page 21
Attachment 4: ISU Gender Equity Worksheet Page 23
Attachment 5: UI Gender Equity Narrative Page 27
Attachment 6: UI Gender Equity Worksheet Page 29
Attachment 7: LCSC Gender Equity Narrative Page 33
Attachment 8: LCSC Gender Equity Worksheet Page 35

STAFF COMMENTS AND RECOMMENDATIONS
Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed “Equity in Athletics Data Analysis (EADA)” reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/ . This site also provides tools to download EADA reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the three parts of Title IX.
Boise State University (BSU) provided an in-depth analysis of their compliance to Title IX in all three tests. BSU reported compliance in the first test because the average number of participants per women’s team is higher than the number of female participants needed to achieve strict proportionality. BSU also reported compliance in the second test for financial assistance with a .9% advantage to males. For the third test, BSU did not report any disparities.

Idaho State University (ISU) is in compliance for the first test. For the participation test, both their participation and enrollments are 49% male and 51% female. For the second test for financial aid, ISU is not in compliance. Their unduplicated count is 52.1% male while their financial aid for males is 54.9%. The difference of 2.8% is more than the 1% threshold. ISU states that financial opportunities are equitably available between genders, but the annual awarding and accepting of scholarships varies. While ISU did not state whether they were in compliance in the third test, they did note that specific program areas are monitored.

University of Idaho (UI) reported a 1.2% differential in the first test with a disadvantage to males. UI reported noncompliance in the second test for financial assistance with a 4.7% disadvantage to females. UI did not state whether they were in compliance in the third test, however they did note specific program enhancements that have been made.

Lewis-Clark State College (LCSC) reported noncompliance in the first test because it missed substantial proportionality in enrollments by 18% with a disadvantage to females and noted meeting the first test is problematic due to financial constraints. LCSC reported noncompliance in the second test for financial assistance by 5% with a disadvantage to males. LCSC reports compliance in the third test for program equivalency.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions’ efforts related to achieving/maintaining equity.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
FY 2019 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY
Applicable Legislative Appropriation Bills (2018)

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (“A Well Educated Citizenry”) Objective A (“Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”).

BACKGROUND/DISCUSSION
The 2018 Legislature has passed and the Governor has signed the appropriation bills for the agencies and institutions of the Board.

The table on Tab 4 page 3 lists the FY 2019 appropriations related to the State Board of Education.

IMPACT
Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho’s citizens.

The appropriation bill for the Office of the State Board of Education contained the intent language below.

Report on Dual Credit. The intent language in the appropriations bill requires the Board to provide a report to the Joint Finance-Appropriations Committee (JFAC), the Senate Education Committee, and the House Education Committee on the utilization of dual credit by students in Idaho high schools. The Board shall provide a history for the state funding for dual credit enrollment, data regarding the short-term achievement of students engaged in dual credit enrollment, and the costs incurred by institutions of higher education providing dual credits with the opportunity for input from said institutions. Reporting to the Legislature should occur no later than February 1, 2019 and shall be formatted in such a manner that allows consistent comparison across all institutions.

Staff is working with the institutions to ensure cost accounting procedures are in place by July 1, 2018 to enable the collection of consistent comparable cost data.

ATTACHMENTS
Attachment 1 – FY 2019 Appropriations List
STAFF COMMENTS
Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION
Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.
State Board of Education
FY 2019 Appropriations to Institutions and Agencies

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>% Δ From FY 2018</th>
<th>Total Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocations</strong></td>
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<td></td>
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</tr>
<tr>
<td>College and Universities</td>
<td>$295,763,200</td>
<td>3.0%</td>
<td>$576,786,400</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>46,126,600</td>
<td>17.1%</td>
<td>46,926,600</td>
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<td>Career Technical Education</td>
<td>66,397,900</td>
<td>1.6%</td>
<td>75,963,200</td>
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<tr>
<td><strong>Agencies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Research &amp; Extension Service</td>
<td>31,307,100</td>
<td>.1%</td>
<td>31,331,100</td>
</tr>
<tr>
<td>Health Education Programs</td>
<td>18,714,500</td>
<td>20.0%</td>
<td>19,035,500</td>
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<tr>
<td>Special Programs</td>
<td>19,242,200</td>
<td>23.6%</td>
<td>23,366,800</td>
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<tr>
<td>Office of the State Board of Education</td>
<td>6,374,900</td>
<td>14.1%</td>
<td>15,961,200</td>
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<tr>
<td>Idaho Public Television</td>
<td>2,585,300</td>
<td>(22.3%)</td>
<td>9,448,600</td>
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<tr>
<td>Division of Vocational Rehabilitation</td>
<td>8,648,300</td>
<td>.7%</td>
<td>28,306,100</td>
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<tr>
<td>State Department of Education (Superintendent of Public Instruction)</td>
<td>14,519,800</td>
<td>2.3%</td>
<td>39,273,000</td>
</tr>
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</table>

**Statewide Issues**
Permanent Building Fund Advisory Committee Recommendations:

$10M to College of Western Idaho for Health Sciences Building
$3M to University of Idaho for Nuclear Seed Lab
SUBJECT
FY 2019 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.S.
Senate Bill 1344 (2018)

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects.; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board.

This action allocates the FY 2019 College and Universities appropriation to the institutions for general education programs and system-wide needs. These funds, allocated along with revenue generated from potential fee increases, will establish the operating budgets for the general education program for FY 2019. The allocation for FY 2019 is shown on Tab 4a page 3. The FY 2019 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):
- Decreases for reduction in benefit costs ($ 3,548,100)
- 3% ongoing Change in Employee Compensation (CEC) 6,348,500
- Compensation Schedule Changes 10,300
- Statewide cost allocation 243,000
- Enrollment Workload Adjustment (EWA) 2,502,400

Line Items:
- Occupancy costs
  - Boise State University 214,100
  - Idaho State University 1,356,100
  - University of Idaho 61,500
- Idaho Regional Optical Network 800,000
- Degree Audit and Data System 350,000
- Health Science & Workforce (ISU) 680,600
• Benefit Cost Offset (UI) 1,226,200
• Access and Completion (LCSC) 186,400
Total General Fund increase over Base $10,431,000

ATTACHMENTS
Attachment 1 - C&U FY 2019 Appropriation Allocation Page 3
Attachment 2 - Statement of Purpose/Fiscal Note Page 5
Attachment 3 - Appropriation Bill (S1344) Page 7

STAFF COMMENTS
Staff recommends approval of the FY 2019 College and Universities allocation as presented in Attachment 1.

BOARD ACTION
I move to approve the allocation of the FY 2019 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 4a, Page 3.

Moved by__________ Seconded by__________ Carried Yes_____ No_____
SUBJECT
FY 2020 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (“A Well Educated Citizenry”) Objective A (“Access: Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”).

BACKGROUND/DISCUSSION
Idaho State Board of Education (Board)-approved budget requests for FY 2020 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 4, 2018. To meet the annual September submission deadline, the Board has established a process for developing institutional line item requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, which includes line items and maintenance of current operations (MCO) items (described below), is approved in August.

MCO requests are calculated using state budget guidelines and Board policy. MCO requests include funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and state agency cost reimbursements (Treasurer, Controller, Risk Management, etc.). These items are calculated using rates established by DFM. Other MCO items include replacement capital (i.e. equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests take into account equipment depreciation schedules, and institutions may request one-time replacement capital in General Funds based on the B-7 Replacement Capital form. An MCO budget is considered the minimum to maintain the current level of operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature, or Governor.

The capital building budget request is a parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund (PBF). Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process.
FY2020 Line Item request guidelines. The following guidelines are proposed for the college/university line item requests for FY2020. These guidelines are elective in nature for the community colleges and the Division of Career Technical Education (CTE). In its submission to DFM, the Board will support no more than two line item requests from each institution for FY2020, with a combined dollar value cap of 5% of the requesting institution’s FY2019 General Fund appropriation. This line item guidance is the same as the Board’s guidance for the FY2019 budget requests. There are no restrictions on the number or size of formula-driven occupancy cost requests for newly-eligible space. All line item requests should be clearly defined and should follow the instructions and formats provided in the Budget Development Manual. When a line item contains multiple elements, those elements should be prioritized to make them “scalable” in the event only partial funding is made available for the line item. Draft line item requests from Board institutions/agencies should be submitted along with the other agenda item materials for the June 2018 Board meeting. Final review and approval of line items is expected to take place at the August 2018 Board meeting.

IMPACT

The proposed guidelines for FY2020 line item requests are based on the template used for the past several years. The model is flexible and can facilitate fine-tuning of individual requests to accommodate the fiscal situation that evolves over the course of the planning cycle and the upcoming Legislative session. The line item request process will complement the parallel budget planning activities related to facilities/infrastructure, endowment funds, student tuition/fees, and the MCO process.

STAFF COMMENTS AND RECOMMENDATIONS

If the Board’s Outcomes-Based Funding (OBF) model (now under development) is supported by state policy makers and receives funding in FY2020, it is possible OBF funding could be appropriated in lieu of some or all college/university line item requests and Enrollment Workload Adjustment funding. However, until the state’s budget strategy for higher education funding in FY2020 is clear, it is important that the institutions use due diligence in developing line item requests to meet their strategic needs.

Staff recommends approval.
BOARD ACTION

I move to direct the college and universities to limit Fiscal Year 2020 budget line items requests to those that will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution’s FY2019 total General Fund appropriation. Requests for occupancy costs for eligible space will not count towards the two line item limit or the 5% cap.

Moved by____________ Seconded by______________ Carried Yes ____ No____
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SUBJECT
FY 2019 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2015
The Idaho State Board of Education (Board) set the FY2016 maximum annual award amount at $3,000, expected student contribution at $6,500 for 4-year institutions and $4,500 for 2-year institutions and educational cost for each institution.

December 2015
Board reviewed annual State Scholarship Report

April 2016
The Board set the FY2017 maximum annual award amount at $3,000, expected student contribution at $3,000 and educational cost for each institution.

December 2016
Board reviewed annual State Scholarship Report.

April 2017
The Board set the FY2018 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4303, Idaho Code, Idaho Opportunity Scholarship
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program

ALIGNMENT WITH STRATEGIC PLAN

Goal 2 ("Educational Attainment") Objective A ("Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system) and Objective C ("Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.")

BACKGROUND/ DISCUSSION

The legislature appropriated a little over $19.3M in the FY 2019 budget for Scholarships and Grants managed by the Board office. This amount is made up of approximately $15.2M from the General Fund, $1M from Miscellaneous Revenue, and $3.1M in federal funds and includes an increase of $3.5M over the FY 2018 appropriation from the General Fund to expand the Idaho Opportunity Scholarship. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces/Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible, eligible students are then ranked based on a combination of need and merit. Need is based on the students’ expected family contribution calculated on the FAFSA and makes up 70% of the
weighting used for ranking students. The legislative intent of the Opportunity Scholarship is to:

a. Recognize that all Idaho citizens benefit from an educated citizenry;
b. Increase individual economic vitality and improve the overall quality of life for many of Idaho’s citizens;
c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
d. Increase the opportunity for economically disadvantaged Idaho students; and

e. Incentivize students to complete a postsecondary education degree or certificate.

Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility.

The educational cost may include student tuition, fees, books and other necessary education expenses. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution. Staff recommendations are based on the institution’s published educational cost for fulltime undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to IDAPA 08.01.13, the actual award amount received by the student may not exceed the student’s actual cost of tuition and fees. When the student’s cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited to the actual cost to the student of tuition and fees and the maximum educational cost. A student’s actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether the student attended a 2-year or a 4-year institution, in FY 2018 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.
Currently, 8,087 students have applied for the Opportunity Scholarship for the 2018-2019 school year.

Individual student award amounts for the Opportunity Scholarship are calculated based on the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of $21,300, the Opportunity Scholarship award amount would be calculated as follows:

<table>
<thead>
<tr>
<th>Educational Cost for Institution</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21,300</td>
<td>$21,300</td>
<td>$21,300</td>
<td>$21,300</td>
</tr>
<tr>
<td>Student Contribution</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Other scholarships and financial aid</td>
<td>$10,000</td>
<td>$15,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Total Remaining</td>
<td>$8,300</td>
<td>$3,300</td>
<td>$13,300</td>
</tr>
</tbody>
</table>

Eligible Award Amount

<table>
<thead>
<tr>
<th></th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,500</td>
<td>$3,300</td>
<td>$3,500</td>
<td></td>
</tr>
</tbody>
</table>

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are made directly to the institution on the students’ behalf.

**IMPACT**

Setting the educational cost and student contribution amounts fulfills the Board’s responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and making award determinations for FY 2019.

**STAFF COMMENTS AND RECOMMENDATIONS**

Senate Bill 1279 (2018) amends Section 33-4303, Idaho Code, allowing the Board to set aside up to 20% of the Opportunity Scholarship funds to be used for individuals who have earned 24 or more credits toward a postsecondary degree or
certificate. Amendments to IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program, will need to be made to address this population of students prior to these students receiving awards in FY 2019. Current student eligibility requirements in Administrative Code include:
1. The student must be pursuing their first undergraduate certificate or degree;
2. The student must have an un-weighted minimum cumulative grade point average of 3.0 or better;
3. The student may not be in default on a student educational loan, or owe a repayment on a federal grant;
4. Application must be submitted or postmarked no later than March 1;
5. Application must complete and submit the FAFSA no later than March 1; and
6. The student must complete 24 credit hours if attending a four-year eligible institution or 18 credit hours if attending a two-year institution to remain eligible for the scholarship.

A temporary rule addressing these criteria that limit individuals with 24 or more credits from receiving scholarships during the 2018-2019 school year is being brought forward under a separate agenda item as part of the Planning, Policy and Governmental Affairs portion of the agenda. An additional proposed and then pending rule will be negotiated and brought forward to the Board during the normal rulemaking timelines for consideration for the 2019-2020 and ongoing school years. Due to the limited time available to get the information out regarding the availability of funds for this population, the intent is to set aside $1M (or 7.3%) of the approximately $13.7M available for the Opportunity Scholarship in FY 2019.

Staff recommends the FY 2019 educational cost for the Opportunity scholarship award formula to be set for each public institution as follows:
1. $21,300 for students attending University of Idaho (3.2% increase over FY 2018)
2. $22,182 for students attending Boise State University (14.2% increase over FY 2018)
3. $21,031 for students attending Idaho State University (4.2% increase over FY 2018)
4. $17,896 for students attending Lewis-Clark State College (3.1% increase over FY 2018)
5. $15,322 for students attending College of Eastern Idaho (-5.6% increase over FY 2018)
6. $13,458 for students attending College of Southern Idaho (0% increase over FY 2018)
7. $13,152 for students attending College of Western Idaho (0% increase over FY 2018)
8. $14,886 for students attending North Idaho College (1% increase over FY 2018)

Pursuant to IDAPA 08.01.13, the FY 2019 educational cost for the Opportunity scholarship award formula for students attending eligible Idaho private, not-for-
profit postsecondary institutions must be the average of the amount set for the four public 4-year institutions. For FY2019, this amount is $20,602.

Staff recommends the FY 2019 student contribution be set at $3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Staff recommends the maximum award amount remain $3,500 for FY 2019.

BOARD ACTION
I move to approve the FY2019 educational cost for the Opportunity scholarship award be set not to exceed the following amounts:
1. $21,300 for students attending the University of Idaho
2. $22,182 for students attending Boise State University
3. $21,031 for students attending Idaho State University
4. $17,896 for students attending Lewis-Clark State College
5. $15,322 for students attending the College of Eastern Idaho
6. $13,458 for students attending the College of Southern Idaho
7. $13,152 for students attending the College of Western Idaho
8. $14,886 for students attending North Idaho College

Moved by__________ Seconded by__________ Carried Yes_______ No_______

AND

I move to approve the Opportunity Scholarship maximum award amount for FY2019 to be set at $3,500.

Moved by__________ Seconded by__________ Carried Yes ________ No_______

AND

I move to approve the FY2019 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by__________ Seconded by__________ Carried Yes_______ No_______
SUBJECT
Graduate Medical Education (GME) 10-year Plan revision

REFERENCE
January 2009
Idaho State Board of Education (Board) approved recommendations from the report of the Board’s Medical Education Committee (MEC) and forwarded report to the Governor and Legislature

April 2009
Board approved implementation of ten recommendations from the MEC report

August 2012
Board received update and discussed status of implementation of the MEC’s recommendations

December 2016
Board accepted the findings and recommendations of its MEC and forwarded the report to the Governor

August 2017
Board approved FY2019 line item request for Health Education Programs which included $5.239 million in additional funding to launch a 10-year, comprehensive GME plan

December 2017
Board approved GME 10-year plan and forwarded plan to the Governor

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: “Workforce Readiness”; Objective B: “Medical Education—Deliver relevant education that meets the health care needs of Idaho and the region.”

BACKGROUND/DISCUSSION
At its special meeting on December 5, 2017, the Board approved the GME 10-year strategic plan (Attachment 1). At that meeting, the Board also approved revisions to the associated FY2019 Line Item request for Health Education Programs, which included adjustments to the distribution of funds among the participating residency programs throughout the state. There was no change to the total funding amount ($5.239 million) which had been submitted previously to the Division of Financial Management (DFM) and the Legislative Services Office (LSO).

In response to a request by the Joint Finance-Appropriations Committee (JFAC), Board staff (working with OSBE’s GME coordinator, Dr. Ted Epperly) presented an overview of the GME plan to JFAC on January 10, 2018, which was favorably received. The Governor’s Office and LSO were provided with copies of a letter (Attachment 2) with several hundred signatures from regional medical facilities, physicians, and higher education leaders throughout the state, expressing support for the GME plan.
The Governor’s budget recommendation for FY2019 included partial funding for the first year of the 10-year GME plan. The Governor’s Office also sent a letter to the Board (Attachment 3) asking the Board to address three areas in order to move beyond the FY2019 budget recommendations:

- Exploring options to leverage state funds with Medicaid dollars to support GME expansion
- Developing and communicating a phased approach for increasing the level of state support for residency positions
- Obtaining a third-party review and analysis of the plan

Action is underway on all three areas mentioned in the Governor’s letter, including continuing coordination with the State’s Medicaid program, implementation of a phased approach to funding individual residency positions, and receipt of an external review of the GME 10-year plan from an expert, national-level body—the Accreditation Council for Graduate Medical Education (ACGME).

In February 2018, the JFAC approved additional funding (approximately $1 million, above the Governor's recommendation) for components of the first year of the GME plan within the OSBE budget and the Health Education Programs budget. The final appropriation for the plan, enacted in March 2018 was a total of $2.068 million, distributed as follows:

- $80,000 for support of GME Council and coordination of the 10-year plan
- $565,000 in additional funding for four Family Medical Residency programs
- $77,500 for the University of Washington Boise Internal Medicine program
- $525,000 for the Bingham Internal Medicine Program
- $455,000 for the Eastern Idaho Regional Medical Center
- $240,000 for the University of Washington Psychiatry residency program
- $125,000 for accreditation of new psychology internship programs by the Western Interstate Commission for Higher Education (WICHE)

While the significant investment by the Governor and Legislature for the first year (FY2019) of the GME 10-year plan is greatly appreciated, the timing of planned milestones in the plan and the funding requests planned for subsequent years will need to be adjusted. The version of the plan approved by the Board included a large infusion of new state dollars in FY2019, followed by much lower additional investments over the ensuing nine years, with an average increase of $1.6 million per year over the life of the plan (see Fig. 4 on page 44 of the plan). Staff anticipates that the annual budget requests would be roughly level in the next two years, with a slightly shallower rate of decrease in the out-years of the plan. This adjustment will appear as a "smoother" funding curve, with a steady decline over the remainder of the plan.
IMPACT

The need driving the 10-year GME plan—Idaho’s need for additional residency positions to train and keep physicians in the state—must be addressed. Implementation of the plan will enable Idaho to make positive progress from its current ranking as 49th among U.S. states in terms of physicians per capita and medical residents per capita. It will enable the state to accommodate the recent expansion of undergraduate medical education pipelines. It will sustain support for residency programs throughout Idaho and will enable current and new residency programs to expand significantly the production of physicians, with a focus on underserved rural areas. The plan will increase the number of residency programs in Idaho from (the current) nine to 21, serving all areas of the state. The number of Residents and Fellows training in Idaho per year would increase from 141 to 356, and the number of graduates from the pipeline would increase from 52 to 124 per year (a 237% increase).

The projected return on investment is significant. State dollars will be leveraged on 2-to-1 (or greater) basis. Each of the 2,000 residents/fellows produced by the plan will generate an estimated 12 additional jobs, $1.9 million in economic impact, and $61,000 in additional state and local taxes. The total economic impact for the state (assuming “worst case” of only 50% retention rate of physicians remaining within Idaho) is over $1 billion.

ATTACHMENTS

Attachment 1 – GME 10-year plan (current version) Page 5
Attachment 2 – Statewide support letter 1-30-18 Page 53
Attachment 3 – Governor's letter to Board 1-2-18 Page 59

STAFF COMMENTS AND RECOMMENDATIONS

Revision of the 10-year plan is needed not only to adjust the plan to reflect the FY2019 appropriation, but also to sustain the outstanding cooperation and support of residency program directors and medical facilities that has been established throughout the state during the past two years of the planning effort. Upon Board direction, staff will work with the newly designated “GME Council” to refine and implement the plan. Staff recommends approval.

BOARD ACTION

I move to direct Board staff to revise the Graduate Medical Education Ten-Year Strategic Plan, in close coordination with the applicable stakeholders in the medical community, to reflect the appropriation for the first year of the plan, and to return to the Board not later than October 2018 for approval of an updated plan.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
BOISE STATE UNIVERSITY

SUBJECT
Boise State University (BSU) Campus Master Plan Update

REFERENCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1997</td>
<td>1997 Campus Master Plan presented to the Idaho State Board of Education (Board)</td>
</tr>
<tr>
<td>October 2005</td>
<td>2005 Master Plan presented to the Board</td>
</tr>
<tr>
<td>February 2008</td>
<td>Expansion of boundaries and Master Plan update presented to the Board</td>
</tr>
<tr>
<td>June 2015</td>
<td>Board approved 2015 Master Plan update approved by the Board</td>
</tr>
<tr>
<td>August 2017</td>
<td>Board approved six-year Capital Construction Plan update</td>
</tr>
</tbody>
</table>

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.8
Idaho Code 33-112 and 33-4005

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

The 2015 Master Plan update was presented to and approved by the Board in June, 2015. Following that presentation, phase 1 of the plan was adopted by the City of Boise and incorporated into the City of Boise Comprehensive Plan.

Subsequent to the adoption of the 2015 Master Plan, several structures reflected on that plan have been completed, are under construction, or are in planning. The Honors College/Sawtooth Hall and the Alumni and Friends Center are both open and occupied; the new Center for Fine Arts is under construction; and the Micron Center for Materials Research is out to bid. In addition, planning is underway for a new pedestrian/bicycle crossing at the Beacon/Manitou intersection.

Since the adoption of the 2015 plan, BSU’s priorities have evolved. Specific changes to the south campus are substantial enough to warrant an update to the Master Plan. The Micron Center for Materials Research is displacing the existing Facilities and Central Receiving building, so a new building is being constructed in the south portion of campus. In addition, a baseball field is being considered along the southeast edge of campus. Site planning for the baseball field requires changes to proposed parking structures and certain rights-of-way. In lieu of one single large parking structure, the updated plan indicates two to three smaller garages.
The first parking structure would be located near the proposed baseball field and could be constructed within the next 5-7 years. In addition, to accommodate future growth, two additional garages on the east and west sides of Bronco Stadium could be constructed in the next 10-25 years. Regarding rights-of-way, a baseball field in this location will require either a realignment or vacation of Belmont Street and a full vacation of Grant Avenue. The changes indicated above are shown on the attached revised Master Plan drawing.

After Board review, Boise State will use the revised Master Plan as the basis for a traffic impact study, which will support BSU’s request to Ada County Highway District (ACHD) to vacate several streets and alleyways in the south portion of campus. BSU ownership of these streets and alleyways will facilitate immediate and future development in this area.

IMPACT

This updated Master Plan will continue to serve as the framework and guidelines for the development of the BSU campus. This plan will guide future property acquisitions, the function and location of new facilities, expansion of existing facilities, and will inform utility and infrastructure projects.

ATTACHMENTS

Attachment 1 – Original 2015 Master Plan Drawing Page 5
Attachment 2 – Revised Master Plan Drawing Page 6

STAFF COMMENTS AND RECOMMENDATIONS

BSU’s proposal complies with Board Policy V.K.8, which states: “Each institution shall develop a seven (7) to fifteen (15) year Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution’s campus. The CMP shall be consistent with and support the institution’s current mission, core themes, strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board.” [Note: the six-year capital construction plan is a rolling list of planned major construction projects, which is reviewed by the Board each August and submitted to the Division of Public Works and the Permanent Building Fund Advisory Council for consideration each year as part of the Governor’s fiscal year budget request. The six-year capital plan is distinct from the long-term CMP, which deals with the entire campus footprint (buildings, green areas, roads and walkways, parking areas, etc.) and its evolution over an extended planning horizon.]

BSU administration will be available to answer any questions on the updated master plan and its impact on the campus and community footprint. Staff recommends approval.
BOARD ACTION
I move to approve Boise State University’s Campus Master Plan update as presented.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
BOISE STATE UNIVERSITY

SUBJECT
Acquisition of real property

REFERENCE
October 2005
Idaho State Board of Education (Board) authorized Boise State University (BSU) to acquire property in its expansion zone through purchase or condemnation without Board authorization, subject to available funding and appropriate approvals.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.2

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION
BSU seeks to acquire additional real property to accommodate expansion of its infrastructure to keep pace with growing student enrollment.

IMPACT
Approval of this request will facilitate BSU’s negotiations with area property owners to acquire land needed for planned projects within BSU’s approved expansion zone. Acquisition of property will enable BSU to carry out its Campus Master Plan and sustain its educational mission.

STAFF COMMENTS
This request complies with Board Policy V.I.2 “Acquisition of Real Property.”

Staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to proceed with negotiations for the purchase of real property as discussed in Executive Session.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
IDAHO STATE UNIVERSITY

SUBJECT
Idaho State University (ISU) Alumni and Visitor’s Center Fundraising, Planning, and Design Request

REFERENCE
August 2017  Idaho State Board of Education (Board) approved ISU’s FY2019 Six-Year Capital Project Plan

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well-Educated Citizenry. Objective D: Quality Education.

BACKGROUND/DISCUSSION
ISU seeks Board approval to begin a fundraising campaign and to initiate planning and design for an Alumni and Visitor’s Center on campus. The facility will be used to house ISU Advancement functions and for the recruitment of students, staff and various Presidential and other ISU events. ISU currently is using an old home off campus, which is not sufficient for the needs of ISU. The Alumni and Visitor’s Center would also be used as an alumni gathering place and for community and other outside events at a market-based rental rate. A facility of this nature will be used as a launching point for campus visits and will provide an appropriate space for academic units to meet, discuss and showcase ISU to prospective students, faculty, staff, and donors. ISU is amending its FY2019 Six-Year Capital Project Plan to include this facility, which is attached to this document.

IMPACT
As ISU continues to focus aggressively on enrollment growth, fundraising, branding and image building, the new Alumni and Visitor’s Center will provide a state-of-the-art facility for the enhancement of those functions.

The Alumni and Visitor’s Center will enrich student recruitment and business relationships with interest groups, both within and outside of the State of Idaho.

ATTACHMENTS
Attachment 1 – Amended FY2019 Six-Year Capital Project Plan  Page 3

STAFF COMMENTS AND RECOMMENDATIONS
This request conforms to Board Policy V.K.2. which stipulates that “before any institution under the governance of the Board solicits, accepts or commits a gift or
grant in support of a specific major project, such project must first be included on the institution’s or agency’s Board-approved six-year plan.” ISU will need to return to the Board in the future to obtain approval for the financial plan for the project (current project cost is estimated at approximately $8.5 million) and to proceed into the construction phase.

Staff recommends approval.

BOARD ACTION
I move to approve the amended six-year capital projects plan for Idaho State University, adding the “ISU Alumni Center” project in FY2021, as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

and

BOARD ACTION
I move to approve the request by Idaho State University to begin a fundraising campaign and to initiate planning and design for an Alumni and Visitor’s Center on the Idaho State University campus in Pocatello.

Moved by __________ Seconded by __________ Carried Yes _____ No _____


UNIVERSITY OF IDAHO

SUBJECT
Request for authorization to enter bidding and construction phases for the Nancy M. Cummings Research and Education and Extension Center (Center) Classroom and Office Facility

REFERENCE
August 2017 Idaho State Board of Education (Board) approved Capital Budget request in University of Idaho (UI) six-year plan
October 2017 Board authorized Planning and Design Phases for the Classroom and Office Facility.

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 Board Strategic Plan:

Goal 1: A Well-Educated Citizenry, Objectives A-Access, B-Adult Learner Reintegration, C-Higher Level of Educational Attainment, and D-Quality Education.

Goal 2: Innovative and Economic Development, Objectives A-Workforce Readiness, B-Innovation and Creativity, C-Economic Growth, and D-Education to Workforce Alignment.

BACKGROUND/DISCUSSION
This agenda item requests Board authorization for UI to proceed with the bidding and construction phases of a capital project to design and construct a proposed Classroom and Office Facility at the Center. This agenda item also requests Board approval for a cumulative increase of $340,000 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 $2,500,000.

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

The programs offered at the Nancy M. Cummings Research and Education and Extension Center (the Center) focus on cow-calf and forage research station. The Center provides land and facilities for beef cattle research at the scale of a working...
ranch. The Center also provides continuing education for those involved in the livestock industry and learning opportunities for UI students. The research activities supported by this facility is key to assisting Idaho’s beef cattle ranching industry. The extension programming supported by this facility not only disseminates information to adult learners, but also sparks and fosters interest in youth, thus encouraging them to pursue higher levels of education in the Agricultural Sciences.

The programs and research of the Center support workforce readiness by providing the educational and research foundations requisite to develop and disseminate the information and science necessary to serve Idaho’s expanding beef cattle ranching industry and workforce, and ensuring that industry’s continued economic viability and prosperity. This is key to the State’s economic growth and competitiveness.

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

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

In late 2016, the College of Agricultural and Life Sciences commissioned a local architectural firm, DGStamp Architects, of Carmen, Idaho, to perform an initial pre-planning feasibility study and preliminary cost estimate. This study was completed earlier this year and it envisions a facility comprised of offices, work stations, a classroom for education and extension activities, and support spaces designed in an architectural aesthetic consistent with the surrounding area.

The new facility will house offices for researchers, principal investigators, graduate students, and interns, the Center’s veterinarian, and the Center superintendent and administrative staff.

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

Overall, the facility is envisioned to be approximately 8,300 s.f. of conditioned space. The project includes necessary and requisite site work, utilities and site development, to include parking for approximately 30 vehicles.

The project is envisioned to be funded largely through donated and gifted funds, supplemented by funds provided by the College of Agricultural and Life Sciences.
DGStamp Architects have now designed the project. The firm’s current construction cost estimate is $1,682,250, which falls within the revised project construction budget of $1,685,000. The total project effort is currently estimated at $2,500,000, including design and construction costs and contingency allowances.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI’s strategic plan, specifically:

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

**Goal 2, Engage** – This project carries specific intent to better support and deliver the university’s education, outreach, and extension activities conducted by the Center;

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

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

In addition, the project is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho’s Long Range Campus Development Plan (LRCDP)

**IMPACT**

The fiscal impact of this effort will be $2,500,000 in total expenditures, broken out as follows:

<table>
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<tr>
<th>Overall Project Funding</th>
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<tr>
<td>State</td>
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<td>Other (UI)</td>
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Gifted Funds  
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Project Cont.  
115,000  
Total  
$ 2,500,000  
Total  
$ 2,500,000

ATATTACHMENTS
Attachment 1 – Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS
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 design and construct a proposed Classroom and Office Facility at the Nancy M. Cummings Research, Extension, and Education Center, for a total cost of $2,500,000 as described in the materials presented. Authorization 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 _____
UNIVERSITY OF IDAHO

SUBJECT
Disposal of Regents real property at University of Idaho (UI) Caine Center, Caldwell

REFERENCE
February 2017  Idaho State Board of Education (Board) approved disposal of subject property by State Board of Land Commissioners auction.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.iii.
Section 58-335, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 2, Objectives B and D; Goal 4 Objective C: The reallocation of assets resulting from this disposal of surplus real estate will allow investment in innovative and relevant programs of current programmatic interest to the UI. Such investment in new academic and research initiatives facilitates the creation and development of new ideas and solutions to address Idaho’s needs for economic development and the education of its citizens.

BACKGROUND/DISCUSSION
In 1978 the Regents acquired 40 acres of unimproved agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining UI’s Caldwell Research and Extension Center. The Regents paid $111,000 to the State of Idaho for the parcel.

In 2016 UI's College of Agricultural and Life Sciences closed the Caine Center to reallocate College resources to programs and facilities that can better meet the needs of the College's current priorities in animal sciences and other areas. In February 2017, the Regents approved disposal of this property by auction conducted by the Idaho Department of Lands (IDL). The auction was intended to be done in conjunction with an auction of related and adjoining endowment lands by IDL.

Based on a preliminary estimate of auction value ($665,000) from the IDL consultants, and after consultation with IDL staff, UI chose to market the property in an effort to receive a higher purchase price through a direct sale. UI has received an offer of $800,000 under the terms of a purchase and sale agreement set out in Attachment 1 hereto, and is seeking approval from the Regents for this alternative method of disposal.
IMPACT

The Caine Center has been mothballed and no longer serves any programmatic purpose. Its disposal will eliminate caretaking costs and provide financial resources that can better align with University and College priorities and initiatives.

ATTACHMENTS

Attachment 1 - Purchase and Sale Agreement  Page 3
Attachment 2 – Map of subject property  Page 13

STAFF COMMENTS AND RECOMMENDATIONS

The University’s proposed alternate plan for disposal of the Caine Center property meets the requirements established by Board Policy V.I.5.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to sell the Caine Center property under the terms provided in Attachment 1, and to authorize the University’s Vice President for Finance and Administration to execute all necessary transaction documents for conveying the subject property as set forth in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
UNIVERSITY OF IDAHO

SUBJECT
Athletics plan to address football subdivision transition and athletic budget deficits

REFERENCE
February 2017 University of Idaho (UI) reported to State Board of Education (Board) on projected deficit balance for Athletics at the end of FY2017.
April 2017 Board approved one-year waiver of UI Institutional Fund athletic limit, allowing additional funds to be spent on Athletics and avoid FY2017 deficit. Directed UI to report on revisions to Athletics budget at April 2018 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.X.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 1: A WELL-EDUCATED CITIZENRY
Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho’s educational system.

Performance Measure I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Performance Measure III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.

BACKGROUND/DISCUSSION
Annually the Department of Athletics brings 330 to 350 full-time student-athletes to UI. The vast majority of these students would not be attending college at UI but for the opportunity provided to play National Collegiate Athletic Association (NCAA) sports in conjunction with their education, many of whom would not be able to afford a higher education degree but for the sports scholarships offered by the Department of Athletics. By creating these educational opportunities, the Department of Athletics is contributing to the Board’s strategic vision of creating a highly educated citizenry. Student-athletes are subject to strict progress toward degree requirements. On the whole, they have higher grade point averages and graduate at a higher rate than the general student body. Approximately 30% of University of Idaho student-athletes are first generation college students and through an athletic scholarship have an opportunity to positively change the course of their lives through education.
In February 2017, UI approached the Board to report that it was projecting a deficit balance in athletics at the end of fiscal year 2017. Initial estimates developed early in the year put the projected deficit at $1,093,000. Past shortfalls had been covered by athletics reserves. Because those reserves were exhausted prior to the 2017 budget year, the institution was seeking to invest additional funds into the athletics program to prevent a deficit.

During fiscal year 2017, athletics expenditures tracked very closely with initial budget estimates. However, revenue collections fell short of budget in several major categories. Those revenue shortfalls, which included football game guarantees and donations, were the primary driver of the projected deficit. Student fee revenue had also decreased significantly over the past several years as a result of declining student enrollment.

Related to student fee revenue, it should be noted that the ability to increase athletics fees is limited by Board policy. Accordingly, athletics student fee collections had not kept pace with the growth in tuition rates. Over the years, increases in tuition had increased scholarship costs within the Athletics Department. But without corresponding increases in athletics student fee collections, the revenue available to fund those scholarships had not kept pace with rising costs.

Near the end of calendar year 2016, two key football events generated additional revenue that reduced the projected FY2017 deficit. In December 2016, the Vandals were invited to compete in the Famous Idaho Potato Bowl. Participation in this game generated additional net revenue to help offset the projected operating deficit. In addition, the Sun Belt Conference finished in 3rd place overall (within the Group of 5), while the Athletics Department had budgeted revenue associated with a 5th place finish. This improved conference standing also generated additional revenue for the Athletics Department. Taking into consideration both the Famous Idaho Potato Bowl and an improved conference finish, the institution revised the deficit projection down to under $1 million.

To address the above-noted temporary shortfalls, and to smooth the transition from the Football Bowl Subdivision (FBS) to the Football Championship Subdivision (FCS) and the accompanying adjustments to overall athletics operations, UI sought the Board’s permission to invest additional institutional funds (above the athletic limit)—up to $1 million per year for up to four years. In April 2017, the Board approved a one-time, one-year waiver of the FY2017 institutional funds cap, authorizing expenditure of an additional $950,000 from available institutional funds. The waiver allowed the institution to avoid an overall athletics operating deficit in FY2017 and provided for continuity of athletic operations while the department realigned its programs to balance expenditures and revenues during the FBS-to-FCS transition. The Board directed UI to return in April 2018 to report on its revised athletics budget plans.
In accordance with the Board’s direction to return in April 2018 with a plan, UI has drafted a multi-year financial plan for the athletics department that will result in future balanced athletic budgets.

IMPACT
Upon Board approval, UI’s proposed athletic plan will enable UI to carry out a smooth transition during the ongoing FBS to FCS transition, preserve access and opportunities for student athletes, and establish viable, balanced budgets for athletic department operations.

ATTACHMENTS
Attachment 1 – Outline of proposed Athletics financial plan

STAFF COMMENTS AND RECOMMENDATIONS
The Business Affairs and Human Resources (BAHR) Committee received a detailed presentation on the UI’s proposed athletic budget plan at its meeting on April 6, 2018. BAHR has forwarded the proposal to the full Board for consideration and approval. An overview of the UI’s presentation is provided at Attachment 1.

In order for UI to implement its plan option of adding sports (and generating additional revenue through increased enrollment and other efficiency measures) rather than immediate elimination of sports to avoid an athletic budget deficit, the Board would need to waive its current policy (V.X.5.) which requires that deficits be eliminated within two fiscal years.

BOARD ACTION
I move to waive the requirement that a plan for balancing an athletic budget deficit be completed within two fiscal years for the University of Idaho as it realigns its athletic programs and associated budgets. The University is directed to implement a plan which will eliminate its athletic deficit within four years, by the end of FY2022, and to provide annual progress reports on implementation of the budget plan to the Board each April, or as otherwise stipulated by the Executive Director.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
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<td>PRIOR LEARNING ASSESSMENT INITIATIVE</td>
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<td>STATEWIDE DEGREE AUDIT AND STUDENT ANALYTICS SYSTEM</td>
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<td>COMPLETE COLLEGE IDAHO LEGISLATIVE REPORT</td>
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SUBJECT
Instruction, Research, and Student Affairs (IRSA) Committee Chairman’s Overview

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.2

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/DISCUSSION
The IRSA Chair will provide a summary of several key initiatives that are in progress, in cooperation with staff from the eight public higher education institutions and other educational state agencies. IRSA projects include:

- Developing a common course indexing system within General Education Matriculation (GEM) framework that would assist with student transfer to and between postsecondary institutions.
- Ensuring affordable textbook and other learning resource options are available to students, specifically those that serve as an Open Education Resource (OER).
- Expanding and aligning alternative opportunities to earn postsecondary credit through demonstration of knowledge and proficiency, also known as Prior Learning Assessment (PLA).
- Developing system-wide meta major fields, with common disciplines and course milestones assigned within each, that will help students explore their academic and career interests to degree progress.
- Developing flexible plans involving a minimum of 15 dual credit hours students can take to achieve meaningful degree progress and exploration within each meta-major field.
- Developing system-wide student intervention strategies and metrics to assess effectiveness towards promoting positive student decision-making and performance.
- Developing strategies and goals to ensure first-time, full-time students complete 30 hours each academic calendar year.
- Providing students with the opportunity to earn a degree through any combination of means involving: online modality, accelerated courses, block scheduling, evening and weekend availability, as well as through statewide PLA articulation of GEM “core” (common-indexed) courses.

IMPACT
The Chairman’s overview will update Board members on efforts underway on projects within the IRSA Committee’s area of responsibility.
STAFF COMMENTS AND RECOMMENDATIONS
Staff will be available to provide additional details on current IRSA initiatives, if needed, in the event the Chairman’s update prompts questions.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Governor’s Higher Education Task Force Recommendations – Competency Based System – Prior Learning Assessment

REFERENCE

June 2013 The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.

October 2013 Board Approved first reading of Board Policy III.L.

December 2013 The Board approved second reading of proposed amendments to Board Policy III.L.

February 2016 The Board approved the second reading of proposed amendments to Board Policy III.L, which provides definitions and administration requirements for prior learning assessment.

September 2017 Board adopted Governor’s Higher Education Task Force Recommendations.

December 2017 Board assigns competency-based system recommendation to Instruction, Research, and Student Affairs Committee.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Prior Learning

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION
The Idaho State Board of Education (Board) has been committed to providing Idahoans alternative opportunities to earn postsecondary credit through demonstration of knowledge and proficiency. A Prior Learning Assessment (PLA) measures the ability of a student to demonstrate such knowledge. PLA is usually administered in the form of challenge exams, portfolio evaluation, and technical competency credit, as well as locally-recognized workforce training programs.
PLA provides a bridge for student learning acquired outside the traditional college environment. Prior learning is usually evaluated upon the student’s request and is eligible for credit provided there is successful completion of a rigorous assessment.

With institutions adopting a common indexed (common numbered) system for select general education courses beginning in the 2019-20 academic year, the first phase of PLA efforts is to ensure challenge exams and other assessment options are offered across institutions where these courses are offered. Examples of challenge exams include College Level Examination Proficiency (CLEP), DANTES Subject Standardized Tests (DSST), Advanced Placement (AP), International Baccalaureate (IB), Scholastic Aptitude Test (SAT), and American College Testing (ACT). American Council for Education (ACE) also recommends postsecondary credit based on work-based learning and instruction, such as that associated with military experiences. ACE provides transcripts that crosswalks experience-based learning to college course-level equivalencies, which institutions often use to award credit.

The Council for Adult and Experiential Learning (CAEL) has already identified assessments for the Board office that are used nationally for those courses assigned to the common indexed inventory. CAEL is a 501(c)(3) nonprofit organization that pursues efforts with public and private organizations to enhance economic and educational opportunities for adult learners. In order to achieve this mission CAEL conducts research and develops services and tools to expand opportunities for learning, employability, and career success.

Board staff will be coordinating this effort with CAEL, who will be working with institutions to develop alignment across Idaho’s public colleges and universities with respect to developing consistent PLA assessment techniques and to ensure that credit awarded for PLA is articulated seamlessly across institutions. The timeline for completion of this effort is December 2018; however, this may change dependent on the effective date of the service agreement to be executed.

IMPACT
Ensuring PLA is available for common indexed courses will provide greater accessibility to this option. In addition to helping achieve higher education task force recommendations, this effort will help ensure that transfer and articulation is seamless for students who are awarded prior learning credit for these courses. This will also assist new and returning adult learners who seek to complete a postsecondary credential in a timely manner.

ATTACHMENTS
Attachment 1 – Proposed service agreement and timeline with CAEL

STAFF COMMENTS AND RECOMMENDATIONS
Expanding and ensuring availability and articulation of PLA is necessary in order to meet the state’s attainment goals, which cannot be achieved without adult
student completion. Currently Board policy is primarily limited to definitions and descriptions for prior learning assessment methods. Upon completion of this work, Board Policy III.L will be expanded to provide course-level expectations of PLA delivery and ensure alignment of transfer articulation across institutions. Furthermore, this effort interfaces with initiatives coordinated by the Workforce Development Council for the National Governors Association Work-Based Learning Academy, as well as that pursued by a statewide workgroup convened in February by the Office of Senator Mike Crapo to improve postsecondary and career opportunities for veterans and transitioning service members.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
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SUBJECT
Governor’s Higher Education Task Force Recommendations – Degree Audit and Student Analytics System

REFERENCE
September 2017 Board adopted Governor’s Higher Education Task Force Recommendations. For funding to support these recommendations, the Board amended the proposed system-wide budget line items approved at its August 2017 meeting.

ALIGNMENT WITH STRATEGIC PLAN
Goal 4, Objective B: Effective and Efficient Educational System, Alignment, and Coordination

BACKGROUND/DISCUSSION
The implementation of a statewide Degree Audit and Student Analytics System is a recommendation from the Governor’s Higher Education Task Force. Specifically, this was an item identified by the K-20 Pipeline workgroup in its recommendation for the development of an electronic platform that provides support and guidance for students throughout the education pipeline. The degree audit and analytics system is envisioned to strengthen college and career advising and mentoring services provided to educators and students. In addition to other functionality, the system will provide students, parents, college and career counselors, and academic advisors with information as to which postsecondary courses count towards specific degree and technical program requirements at institutions across the state. For this item the legislature approved $350,000 in ongoing funding requested by the Board in its system-wide budget.

IMPACT
This degree audit and student analytics system will achieve several key items relative to Board and task force goals:

1. Ensuring all current students enrolled in an Idaho public postsecondary institution have on-demand access to timely and accurate degree progress information.

2. Providing all students, including those enrolled in dual credit programs or have credit for prior learning (CPL), with ‘what if’ capability to view the requirements that have been completed for any program at any Idaho public institution.

3. Allowing for non-completers to research remaining degree requirements at any Idaho public institution.

4. Offering capability for OSBE and/or institutions to identify current and former students eligible for a credential.
5. As needed, automating early warning or off-track notifications to students, advisors, etc.

6. Delivering centralized and/or institutional reporting on progress-to-degree metrics and completion rates, and other measures such as those that may be needed to inform a performance- or outcome-based funding process.

STAFF COMMENTS AND RECOMMENDATIONS
Board staff will be working with the State Division of Purchasing and institutions to ensure a formal request is developed seeking proposals from potential service providers prior to July 1, 2018, when funding becomes available.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Complete College Idaho Legislative 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 year old age demographic would have a postsecondary credential by 2020. (The Governor’s Higher Education Task Force recommendation 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 (CCI) Team
attended the Complete College America (CCA) Annual Convening and Completion Academy 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.

Legislative funding for implementing CCI strategies was allocated to four-year institutions beginning in 2014, and community colleges beginning in 2015. During the 2017 legislative session, intent language was included in institutions’ legislation requiring a report be provided by the President of the State Board of Education to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education committee on the implementation and effectiveness of funding appropriated for the CCI initiative. Specifically, the reporting requirement called for information to be provided on key indicators such as degree attainment, course completion, and job placement.

IMPACT
The report illustrates the progress that has been achieved by community colleges and baccalaureate-granting institutions to facilitate success for first-time, full-time student populations since the allocation of CCI funding.

ATTACHMENTS
Attachment 1 – Executive Summary and Findings

STAFF COMMENTS AND RECOMMENDATIONS
Information provided reflects a consistent comparison within and between institutions in order to demonstrate the impact of funding. This includes metrics for degree completion, Career-Technical Education (CTE) job placement, student credit hour production, academic performance, and completion of English and Mathematics gateway courses. At this time, only job placement data are applicable to CTE program reporting requirements. Four-year degree completion rates are not yet available since CCI funding was first allocated in 2014, however, completion rates for two-year degree programs are reported.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
ICOM Guaranteed Interview Program

REFERENCE
February 2016 The Governor’s Office and the Department of Commerce negotiated a full proposal and affiliation agreement between Idaho State University (ISU) and Idaho College of Osteopathic Medicine. The Board approved the Collaborative Affiliation Agreement on February 25, 2016.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.Q.E.

ALIGNMENT WITH STRATEGIC PLAN
The proposal aligns with the State Board of Education Strategic Plan Goal 2: Innovation and Economic Development. The corresponding objectives are: Objective A: Workforce Readiness; Objective B: Innovation and Creativity; Objective C: Economic Growth; and Objective D: Education to Workforce Alignment.

BACKGROUND/DISCUSSION
Idaho State University (ISU) offers higher education programs and degrees that prepare students in pre-medical studies. The Idaho College of Osteopathic Medicine (ICOM) is a private, for-profit osteopathic medical college offering a four-year program resulting in a Doctor of Osteopathic Medicine (DO) degree. Idaho and surrounding states have a severe shortage of primary care physicians especially in underserved populations and in rural communities. ISU and ICOM wish to create a guaranteed interview program by which qualified students are offered interviews in connection with possible admission to ICOM. The program will allow up to twenty (20) ISU undergraduate or post-baccalaureate students each year a guaranteed interview if certain predefined academic criteria are met.

IMPACT
The program would provide ISU students more opportunity to compete for admission to a DO program.

ATTACHMENTS
Attachment 1 – Guaranteed Interview Program Agreement Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Allowing for guaranteed interviews does not necessarily guarantee admission; however, it does allow for greater representation of qualified students from Idaho
State University to be represented in the selection process. Board staff is supportive of this practice.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
SUBJECT
Community College Baccalaureate Degree Programs

REFERENCE

June 2016  Board approved a legislative idea proposing amendments to Sections 33-2107A and 33-2107B, Idaho Code, updating language regarding the establishment and operation of third and fourth year college curriculum in community college districts.

September 23, 2016  Board approved legislation amending Sections 33-2107A through 33-2107C, Idaho Code, including the amendment specifying the district used for determining market value and population for operating third and fourth year college curriculum is the taxing district rather than the county the community college resides in.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G., Postsecondary Program Approval and Discontinuance and Section III.Z., Planning and Delivery of Postsecondary Programs and Courses
Section 33-107(8), 33-2107A, 33-2107B, and 33-2107C, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 1, Objective A (A Well Educated Citizenry, Access): Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION
Section 33-2107A, Idaho Code, authorizes community colleges established pursuant to Chapter 21, Title 33 to “grant baccalaureate degrees in liberal arts and sciences, business, and education” if they meet the population and market value requirements established in Section 33-2017C. Should a community college meet such requirements they are required to give notice to the State Board of Education of their intent. Pursuant to Section 33-107(8), Idaho Code, the Board is responsible for approving all academic courses and programs of study offered at community colleges when such courses or programs of study are academic in nature. Community Colleges have been authorized by the legislature to operate third and fourth year college curriculum since 1965, subject to the provisions established in Section 33-2107C. To date, there is no record of requests on file in the Board office that relates to a community college seeking approval of upper division courses or programs from the State Board of Education.

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses assigns responsibility for the delivery of programs necessary to meet the educational and workforce needs with assigned service regions. Board policy
requires institutions to develop a rolling three-year academic plan comprised of proposed new programs that are consistent with the institution’s assigned service region and statewide program responsibilities. Service regions are based on the six geographic areas identified in Section 33-2101, Idaho Code. Board Policy III.Z.2.b.ii, designates the specifics academic service regions assigned to the four-year institutions and career technical service regions assigned to the six institutions that maintain technical education programs as part of their mission. 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.”

All academic program proposals, including proposals for program changes, modifications, or discontinuation approved by institutions are submitted to the Board office for review and action. Currently, all proposals for graduate programs are required to be reviewed and acted on by the Board. Additionally, any action requested for a graduate or undergraduate program with a financial impact exceeding $250,000 is required to be reviewed by the Board. All other program proposals are reviewed by Board staff, which includes the majority of undergraduate program proposals submitted by institutions. However, the Executive Director may refer any proposal to the Board or germane subcommittee for review and action.

All proposals for new academic programs require institutions to report how the program would meet workforce, student, economic, and societal needs. Proposals also require institutions to identify enrollment and graduation projections, as well as to provide information on physical, library, and personnel resources needed for implementation, including any additional revenue sources such as reallocations, new appropriations, non-ongoing sources, and student fees.

**IMPACT**

The approval of academic baccalaureate degree programs at community colleges would expand the types of degree programs offered beyond that of technical baccalaureate degrees and Associate Degrees.

This may also affect Board policy regarding the expectations for the delivery of academic programs by four-year institutions as outlined in service region responsibility within Board Policy III.Z. Program approval requirements and standards established in Board Policy III.G. may need to be amended to consider the standards necessary for approving baccalaureate programs at four-year institutions if programs are also to be offered by community colleges. As Board Policy III.Z. applies only to service delivery responsibilities for academic programs offered by four-year institutions, this section of policy may need to be expanded to include community colleges as it pertains to the delivery of baccalaureate programs. Additionally, Board Policy III.E. Certificates and Degrees will likely
necessitate amendments that provide a definition for applied baccalaureate programs.

STAFF COMMENTS AND RECOMMENDATIONS
As a result of the current Three-Year Planning process a select number of community colleges have notified the Board of their intent to deliver academic baccalaureate programs. Requests for review and approval of these programs will come forward to the Board based on the program approval requirements outlined in Board policy. These will be the first baccalaureate programs brought forward by community colleges for Board consideration.

Currently, Board Policy III.Z. does not contemplate the delivery of baccalaureate programs from community colleges; therefore, it would be helpful to the review process to define in Board Policy III.Z the specific disciplines that correspond within the areas of “liberal arts and sciences, business, and education” as referenced in statute. Furthermore, it would be helpful for Board staff to ascertain any additional advisement the Board may offer for Board Policy III.G, with respect to processing academic baccalaureate program proposals submitted by any public postsecondary institution.

Any change in policy desired by the Board can be pursued by the Instructional, Research, and Student Affairs Committee at its next meeting scheduled June 7, 2018.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>UNIVERSITY OF IDAHO ANNUAL PROGRESS REPORT AND TOUR</td>
<td>Information Item</td>
</tr>
<tr>
<td>2</td>
<td>STANDING COMMITTEE REPORT</td>
<td>Information Item</td>
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<td>3</td>
<td>UNIVERSITY OF IDAHO, LEWIS-CLARK STATE COLLEGE, NORTH IDAHO COLLEGE – AMERICAN INDIAN STUDENT PROGRAMS</td>
<td>Information Item</td>
</tr>
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<td>4</td>
<td>LEGISLATIVE UPDATE</td>
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<td>5</td>
<td>BOARD POLICIES I.E., V.I., V.U. – FIRST READING</td>
<td>Motion to Approve</td>
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<tr>
<td>6</td>
<td>TEMPORARY RULE – IDAPA 08.01.13, RULES GOVERNING OPPORTUNITY SCHOLARSHIP PROGRAM</td>
<td>Motion to Approve</td>
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<td>7</td>
<td>TEMPORARY RULE – IDAPA 08.02.03, RULES GOVERNING THROUGHNESS – GRADUATION REQUIREMENTS</td>
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<td>8</td>
<td>MENTOR PROGRAM STANDARDS</td>
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<td>9</td>
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<td>10</td>
<td>COLLEGE OF SOUTHERN IDAHO – ALTERNATE AUTHORIZATION TO CERTIFICATION PROGRAM</td>
<td>Motion to Approve</td>
</tr>
</tbody>
</table>
UNIVERSITY OF IDAHO

SUBJECT
University of Idaho (UI) Annual Progress Report Presentation

REFERENCE
April 2018
University of Idaho provided the Board with its annual report and toured the WWAMI Medical Education Building and Gritman Medical Center Building.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.4

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: Data-Informed Decision Making; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION
This agenda item fulfills the Board’s requirement, pursuant to Board Policy I.M. for the president 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. The University of Idaho’s annual published progress report is attached. Performance Measure Report information will be presented at the October Board meeting as part of the annual performance measure report for all institutions and agencies under the Board’s oversight and governance.

IMPACT
The University of Idaho’s strategic plan drives the University’s integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution’s annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS
Attachment 1 – Annual Report (published in October, 2017) Page 3

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Planning, Policy and Governmental Affairs (PPGA) Standing Committee Report

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws
Section I.F.3

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION
The PPGA Committee Chair will give a report on current committee activities and progress toward implementing the Higher Education Task Force recommendations assigned to the committee.

Higher Education Task Force Recommendation Implementation:
1. 60% Goal – Restatement
   a. Amendment to Strategic Plan – Completed
2. Structural Change and System Improvements
   a. Ongoing discussions and identification of initiatives
   b. Administrative Code amendments accepted by 2018 Legislature:
      i. Incorporation of College and Career Readiness Standards
      ii. Expansion of senior project to include internships, associate degrees and certificates
3. Guided Pathways (P-20)
   a. Convening of stakeholder work group to bring forward recommendations to the state board. Initial convening early May. Membership will consist of stakeholders from across the P-20 spectrum
4. Improved Certificate and Degree Completion
   a. Creation of Adult Learners Scholarship – Completed through expansion of Opportunity Scholarship to Adult Learners
   b. Amendment to Opportunity Scholarship for Adult Learner population – temporary rule, April Board meeting, proposed rule promulgation pending
5. Increase dollars to fund student while lower cost/improving access
   a. Adult learner scholarship – Completed through expansion of Opportunity Scholarship
   b. Increased funding for state scholarship – Completed for FY19, additional funding considerations ongoing

Additional projects:
1. Review of high school graduation requirements
2. 2019-2019 rule promulgation
   a. High School Graduation Requirements/STEM Diploma
   b. Postsecondary Residency
   c. Opportunity Scholarship/Adult Learners
d. Administrator Certification Alternative Route

e. Professional Endorsement

f. Educator Certification/CTE Certification

IMPACT

The committee report will update Board members on efforts underway on projects within the PPGA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current PPGA initiatives, if needed, in the event the Chairman’s update prompts questions.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Idaho Indian Education Program Updates – University of Idaho, Lewis-Clark State College, and North Idaho College.

REFERENCE
June 2015 Board approved the Idaho Indian education Strategic Plan.
April 2016 Board received and update on the State Tribal Education Partnership grants.

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment; Objective C: Access and implementation of the Board’s K-20 Indian Education Strategic Plan.

BACKGROUND/DISCUSSION
In June 2015, the Board approved the Idaho Indian Education Strategic Plan which consists of two main goals: to promote academic excellence for American Indian students and increase culturally relevant pedagogy in teacher education programs. Since its approval, the strategic plan has significantly advanced the work of the Indian Education Committee in developing recommendations to incorporate culturally relevant pedagogy in Idaho Initial Certification Standards for professional educators. The work has also expanded collaboration between Tribal Education Departments, postsecondary institutions, and state agencies.

Since the April 2016 update continued progress has been made in targeting programs to provide greater access to Idaho’s American Indian communities. To help inform the Board on the progress being made in this area the University of Idaho, Lewis-Clark State College, and North Idaho College will provide an update on successes they are having with their programs.

IMPACT
Targeted programs align with the Board’s Indian Education Strategic Plan and help to increase awareness of the unique educational and cultural needs of American Indian students to improve their educational attainment.

STAFF COMMENTS AND RECOMMENDATIONS
University of Idaho’s, Indigenous Knowledge for Effective Education Program (IKEEP) prepares and certifies culturally responsive Indigenous teachers to meet the unique needs of Native American students in K-12 schools. With the support of the University of Idaho’s MOU Tribes (Coeur d’Alene Tribe, Confederated Tribes of the Colville Reservation, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of the Yakama Nation, Kalispel Tribe of Indians, Kootenai Tribe, Nez Perce Tribe, Shoshone-Bannock Tribes, Shoshone-Paiute Tribes and Spokane Tribe of Indians), the purpose of IKEEP is to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of Native American students. IKEEP
scholars are part of a teaching cohort committed to innovation in indigenous education. The University of Idaho will provide a brief update to the Board on this program, including an opportunity to speak to students participating in the program.

Lewis-Clark State College (LCSC) has implemented a number of strategies to increase access for American Indian students, these strategies include:

- Memorandum of Understanding (MOU) with Coeur d' Alene and Nez Perce Tribes, including an advisory board with LCSC president and tribal leaders meets twice annually
- Inter-institutional MOU with Washington State University, University of Idaho, North Idaho College, Northwest Indian College and LCSC, the MOU focus on collaboration in native studies and student services
- Nez Perce technical classes program
- Pi'amkinwaas American Indian center
  - Retention and recruitment activities
  - Centralized advising – staff focus
- Nez Perce Language Minor in collaboration with the University of Idaho and Nez Perce Tribe
- LCSC Native American alumni chapter scholarship fundraising and outreach
- Native American awareness week focused on history, culture and education

Like the four year institutions in norther Idaho, North Idaho College has also implemented a number of strategies to increase access for these students, these strategies include:

- American Indian Studies - The American Indian Studies program was designed in collaboration with the Coeur d'Alene Tribe. The curriculum is designed to provide a study of American Indians from a holistic and humanistic viewpoint by focusing on their cultural, historical, and contemporary lives
- Che'nshish Scholarship
- Tuition waiver for Plateau Tribes
- Reduced tuition rates for Canadian Natives
- American Indian Student Alliance
- American Indian Student Services
- American Indian Student Advisor

In addition to the update on the University of Idaho’s IKEEP program the LCSC and NIC will provide an update to the Board on the progress they are having with their programs. The institutions in other parts of the state are also implementing targeted programs to increase access, retention and completion for this group of students. These three institutions are being highlighted at this time due to the Board meeting location in northern Idaho.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board’s discretion.
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.
February 2018 The Board received a legislative update on the progress of education related legislation and took action to endorse HB 504 (2018).
March 15, 2018 The Board discussed HB 693 (2018) and took action to oppose any legislation which would remove the requirement for a single statewide K-3 reading assessment or eliminate state funding for the assessment.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination
Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION

This item is to provide the Board with a final update of the status of education related legislation that was introduced during the 2018 legislative session.

Following is a list of where each bill considered by the Board ended the session:

Board Submitted Legislation:
- RS 25660 - Agricultural College Endowment (501-01) – Held in House Agricultural Affairs
- RS 25661 - College of Agriculture Seed Certification (501-07) – Pulled pending additional work with stakeholders on broader changes during the 2018 interim.
- RS 25663 - School District Employee Personnel Files (500-05) – Voted not to introduce – Held in House Education
- SB 1210 - Eastern Idaho Technical College Repeal – Passed, signed by the Governor
- SB 1211 - Professional Standards Commission – Clarification (500-07) – Held in House Education
• SB 1212 - Definition of Career Technical Education (501-11) – Passed, signed by the Governor
• SB 1221 - Transfer and Articulation – General Education Credits (501-05) – Passed, signed by the Governor
• SB 1222 - Career Technical Education Secondary Program Incentive Funding (501-21) – Passed, signed by the Governor
• SB 1295 - Career Technical Public School Funding (501-10) – Passed, signed by the Governor
• HB 365 - Liquor Account Community College Distribution (501-23) – Passed, signed by the Governor
• HB 366 - Worker Compensation for Work-Study Students (501-22) – Passed, signed by the Governor
• HB 367 - Public Postsecondary Education – Residency Determination (501-13) – Held in House Education (included in HB 631)
• HB 368 - Optional Retirement Plan – Postsecondary Education (501-08) – Passed, signed by the Governor

Board Supported Legislation:
• SB 1303 - 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. – Not introduced
• SB 1279 - 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.
• HB 504 – Creates the Quality Educator Loan Assistance Program Act to incentivize teachers to teach in rule schools – Returned to House Education Committee
• HB 631 – Higher Education Residency Requirements – Passed, signed by the Governor
• HB 648 – Secondary Computer Science Course Availability – Passed, signed by the Governor
• SB 1291 – School Turnaround Act – Returned to House Education Committee

Board Opposed Legislation:
HB 566 – Charter School Administrator Certification – Created separate certification requirements for Charter School Administrators that are lower than other school administrator certification requirements – Passed, vetoed by Governor
HB 590 – Guided Education Management Act – Created state private scholarship fund for select students to attend private schools – Held in Senate Education
IMPACT
This update provides the Board with the final status of Board approved and supported legislation and a list of all other education related legislation.

ATTACHMENTS
Attachment 1 – Introduced Education Related Legislation  

STAFF COMMENTS AND RECOMMENDATIONS
The attached summary provides the status of each bill, at the close of the legislative session and indicates which bills will require the promulgation of rules during the 2018 interim.

All rules approved by the State Board of Education and submitted to the 2018 Legislature for consideration passed one or more bodies and went into effect March 28, 2018.

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.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
Board Policy I.E. Executive Officers, V.I. Real and Personal Property and Services, and V.U. Entertainment and Related Expenses – First Reading

REFERENCE
December 2013 Board approved first reading of Board Policy V.U. providing clarification of allowable entertainment expenses.
February 2014 Board approved second reading of Board Policy V.U.
April 2014 Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies.
June 2014 Board approved second reading of Board Policy V.I.
August 2016 Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016 Board approved second reading of Board Policy I.E.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers, V.I. Real and Personal Property and Services and V.U. Entertainment Related Expenses

ALIGNMENT WITH STRATEGIC PLAN
Governance issue.

BACKGROUND/DISCUSSION
Board Policy I.E., Executive Officers, outlines provisions and responsibilities for the Board’s chief executive officers at the agencies and institutions under the Board’s direct governance; including, provision for institutional presidents housing, automobile, and entertainment expense reimbursements. Board Policy, I.E.3, requires the president to live in the institutions “official residence” when the institution has such residence, in the event that the institution does not own an official residence, a housing allowance must be provided that is similar in value to living in an official residence. Additionally, this section requires the president to receive reimbursement for official entertainment expenses and be provided with a vehicle allowance. All of these allowances are provisions that are then also included in the presidents employment agreement. Currently two institutions have an official residence, Lewis-Clark State College and Idaho State University, and the official residence at the University of Idaho is under construction. Due to the varying availability of these residences across the campuses that the Board governs and the presidential searches conducted this year these provisions in Board policy have been re-evaluated. At this time it is recommended that Board Policy I.E.3 be eliminated and provisions regarding housing, automobile allowances and reimbursement of official entertainment expenses be established solely through presidents’ employment agreements.
In addition to the provision outlined in Board Policy I.E. above, Board Policy V.I. Real and Personal Property and Services, subsection 4 includes an exception to the vehicle use policy specific to chief executive officers and Board Policy V.U. Entertainment Related Expenses, subsection 1.d. includes provisions regarding country club or dining club membership for senior staff. With the proposed amendments to Board Policy I.E. these additional provisions will be eliminated or updated as applicable to reflect the change.

IMPACT
Approval of the proposed amendments would eliminate requirements for presidential house, automobile allowance, and entertainment expenses from Board policy.

ATTACHMENTS
Attachment 1 – Board Policy I.E. Executive Officers – First Reading Page 5
Attachment 2 – Board Policy V.I. Real and Personal Property and Services – First Reading Page 10
Attachment 3 – Board Policy V.U. Entertainment Related Expenses - First Reading Page 15

STAFF COMMENTS AND RECOMMENDATIONS
The proposed amendments to Board Policy I.E. allow the Board greater flexibility in negotiating employment agreements with perspective institution presidents, allowing the Board to be more competitive in recruiting and retaining individuals into these positions. The proposed amendments would bring Board Policies V.I. and V.U. into alignment with the amendments proposed in Board Policy I.E.

Staff recommends approval.

BOARD ACTION
I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy section V.I. Real and Personal Property and Services, as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
I move to approve the first reading of proposed amendments to Board Policy section V.U. Entertainment Related Expenses, as submitted in Attachment 3.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SUBJECT
Temporary Rule – Docket No. 08-0113-1801, Rules Governing the Opportunity Scholarship Program

REFERENCE
August 2015   Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015   Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017   Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship making technical corrections and clarifying that GPA’s of more than one decimal place will be rounded up.
November 15, 2017   Board approved pending rule Docket 08-0113-1701.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program
Section 33-4303, Idaho Code, Opportunity Scholarship

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION
IDAPA 08.01.13 sets out the eligibility and application requirements for Opportunity Scholarship applicants as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits. Additionally, the 2018 Legislature appropriated an additional $3.5M ongoing funds in FY19 for the Opportunity Scholarship Program.

The current Opportunity Scholarship requirements include a requirement that applicants apply for the scholarship and the FAFSA by March 1 and that students have a 3.0 grade point average (GPA) or higher. The temporary rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used in FY19 for individuals who have earned 24 or more postsecondary credits. Proposed amendments would include:

- Lowering the minimum GPA to 2.7;
- Allowing students who have earned 24 or more credits to apply up to three-weeks prior to the start of the term;
- Require these students to have “stopped out” for 24 or more months;
- Allow students to attend part-time;
• Pro-rate the amount of the award based on the number of credits attempted; and
• Require students to show progress on their educational plan to maintain scholarship eligibility.

The temporary rule amendments have been based on research from other states who have implemented similar scholarships and feedback received from the legislature during the 2018 Legislative Session.

IMPACT
The temporary rule will allow scholarships to be awarded to students who have earned 24 or more credits to apply for the expanded Opportunity Scholarship.

ATTACHMENTS
Attachment 1 – Temporary Rule Docket No. 08-0113-1801

STAFF COMMENTS AND RECOMMENDATIONS
Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. To qualify as a temporary rule, the rule must meet one of three criteria:

• provides protection of the public health, safety, or welfare; or
• is to come into compliance with deadlines in amendments to governing law or federal programs; or
• is conferring a benefit.

This rule meets the requirements of conferring a benefit and bringing the rule into compliance with amendments to Section 33-4303, Idaho Code enacted through SB 1279 (2018).

A proposed and then pending rule will be brought back to the Board for consideration at the August Board meeting following the negotiated rulemaking process. Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration.
during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Negotiated rulemaking for the proposed rule amendments will be open to all interested parties, including Legislators and Idaho postsecondary institutions financial aid directors.

Staff recommends approval.

BOARD ACTION
I move to approve temporary rule – Docket No. 08-0113-1801, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
**SUBJECT**  
Temporary Rule – Docket No. 08-0203-1801, Rules Governing Thoroughness – Graduation Requirements

**REFERENCE**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tr>
<td>August 31, 2017</td>
<td>Board approved proposed rule Docket 08-0203-1709, Rules Governing Thoroughness, amending the senior project graduation requirements allow students who participate in an internship or earn and associated degree or certificate at the time of graduation.</td>
</tr>
<tr>
<td>November 15, 2017</td>
<td>Board approved pending rule Docket 08-0203-1709.</td>
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**APPLICABLE STATUTE, RULE, OR POLICY**  
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness  
Section 33-523, Idaho Code, STEM Diploma

**ALIGNMENT WITH STRATEGIC PLAN**  
Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

**BACKGROUND/DISCUSSION**  
Senate Bill 1267a (2018), created a new section of Idaho Code, Section 33-523, Idaho Code, STEM Diploma. Section 33-523, Idaho Code creates an optional STEM diploma that school districts and charter schools may grant students who meet the minimum state graduation requirements and earn:

a. Eight (8) or more credits in mathematics;  
b. Eight (8) or more credits in science; and  
c. In addition to the mathematics and science credits listed above earn five (5) credits in the student’s choice of any or all subject of science, technology, engineer or mathematics.

Additionally, Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student’s senior from taking two (2) credits of mathematics during the student’s senior year. Senate Bill 1267a (2018) included an emergency clause and went into effect when the Governor signed the bill on March 13, 2018. The Board established graduation requirements are specified in IDAPA 08.02.03.105. The temporary rule would amend the senior mathematics requirement to exempt students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics from having to take two (2) credits of mathematics during their senior year.

**IMPACT**  
The temporary rule will bring the graduation requirements into compliance with the new law.
Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule meets the requirement of bringing the rule into compliance with amendments to Section 33-523, Idaho Code, enacted through SB 1267a (2018).

In 2013 (effective March 2014) the Board amended the graduation requirements to allow students who completed dual credit or AP Computer Science or dual credit engineering courses to be used as a mathematics credit if the student has also completed Algebra II standards or the course may be used as a science credit. At the time, Idaho did not have computer science or engineer content standards. The Board discussed in 2013 the possibility of expanding the computer science courses allowed to be used as a mathematics or science credit beyond dual credit and AP courses once Idaho computer science content standards were established. Now that the Idaho computer science content standards have been in place for a year Board staff will bring forward for Board consideration additional amendments to the graduation requirements expanding the allowed computer science courses to computer science courses that meet the state computer science content standards at the secondary level. The Planning, Policy and Governmental Affairs Committee has also scheduled discussions with the Board regarding the broader graduation requirements for the June Board meeting. The intent of the discussion is to evaluate the graduation requirements and the value the current graduation requirements have. In consideration of this work a proposed rule will be brought forward to the Board for consideration following the discussion in June that will include the mathematics exemption in Section 33-523, Idaho Code, as well as other amendments identified by the Board at the June Board meeting. The proposed rule will be negotiated prior to bringing it to the Board for consideration in August.
Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

**BOARD ACTION**

I move to approve temporary rule – Docket No. 08-0203-1801, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SUBJECT
State Mentor Program Standards - Idaho Framework for Mentor and Induction Programs

REFERENCE
2013-2014 Board adopted the Governor’s K-12 Task Force Recommendations and implementation subcommittee recommendations.

April 2017 Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.

August 31, 2017 Board discussed State Mentor Program Standards, including bringing standards forward for consideration in 2018.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative Code, IDAPA 08.02.02.042, Alternate Routes to Certification Sections 33-512, 33-1201A, and 33-1612, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well Educated Citizenry, Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho’s educational system.

BACKGROUND/DISCUSSION
The Governor’s Task Force for Improving Education (K-12) recommendations included a recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders). Specifically, recommendation #15 Mentoring stated, “The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. The previously approved Idaho Mentor Program Standards (2006) provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommends “the state provide funding support for a mentoring program.” Additionally, the Board’s Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. Beginning in 2014, the Board approved a number of statute, Administrative Code, policy changes and budget requests to implement the recommendations of the Governor’s Task Force for Improving Education in a judicious manner. As part of the Task Force work in 2013 the Idaho Mentor Program Standards developed by the Department of Education, the Professional Standards Commission, and Idaho educators participating in the Department’s Mentoring Committee (established in 2006), with technical assistance from the
New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. It works with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels. Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the “gold standard” for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee’s individualized professional learning plan during the initial three years of holding an Idaho certificate. Section 33-1004J, Idaho Code, established leadership premiums for certificated staff, this premium was created in part to provide funding for teachers providing mentoring and peer assistance or professional development within their school district. Pursuant to IDAPA 08.02.02.042, alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program.

During a negotiated rulemaking meeting in July 2017, representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff raised concerns around requiring districts to implement mentor programs based on minimum state standards outlined and suggested the standards be reviewed again. In response to this concern Board staff convened a group of stakeholders between February and March 2018 to review the original standards, and make recommendations for amended or new state mentoring standards. The group has completed their work and is proposing redesigned standards for the “Idaho Framework for Mentor and Induction Programs.” These program guidelines will be recommended for all districts to use. For staff participating in any alternate route to certification or endorsement that requires participation in an “approved” program, if adopted by the Board, the new framework will be the state approved mentor program.

IMPACT

The proposed changes to the previous standards comprise a new guidance document the Idaho Framework for Mentor and Induction Programs.

ATTACHMENTS

Attachment 1 – Mentor Standards Work Group Page 5
Attachment 2 – Idaho Framework for Mentor and Induction Programs Page 7
STAFF COMMENTS AND RECOMMENDATIONS

Board staff requested nominations from each of the stakeholder organization groups (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Educator Association) for practitioners from their membership by region. Final Work Group membership was chosen based on the nominees interest and ability to meet the time commitments and the region they represented. In addition to the formal members identified in Attachment 1, additional attendees were welcomed at the meetings and the stakeholder organization representatives were notified of all meetings.

Proposed amendments would define the state approved mentoring program and incorporate the mentoring program standards into administrative rule. Additional, language would allow for school districts to bring forward additional mentoring programs for consideration and approval by the Board. Once approved, these mentor programs would then meet these requirements for a “state-approved” mentor component or program.

Staff recommends approval.

BOARD ACTION

I move to adopt the Idaho Framework for Mentor and Induction Programs as submitted in Attachment 2 as the state’s approved mentor program standards.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SUBJECT
STEM School Designation Standards for Public Schools and Public School Programs

REFERENCE
The Board approved legislation to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education governing Policies & Procedures, Section 33-4701, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Innovation and Economic Development, Objective D: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

BACKGROUND/DISCUSSION
Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center. To be eligible to apply for a STEM designation, the school must:

a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;
b) Apply to the STEM Action Center for a STEM school designation review to include evaluation of the following:
i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
ii) College and career exposure, exploration and advising;
iii) Relevant professional learning opportunities for staff;
iv) Community and family involvement;
v) Integration of technology and physical resources to support STEM instruction;
vi) Collaboration with institutions of higher education and industry;
vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and
viii) Support of nontraditional and historically underserved student populations in STEM program areas.
c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.

Once a school applies to the STEM Action Center and is found to meet the requirements, the STEM action Center Board will make recommendations to the State Board of Education. The Board will then annually award STEM school designations. The STEM school or program designation is valid for a term of five (5) school years.

IMPACT

Board approval of standards for STEM school designation will allow the STEM action center to begin implementing this program, supporting and identifying schools and programs for board recommendation to award the STEM school designation.

ATTACHMENTS

Attachment 1 – Idaho Standards for STEM School Designation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff published a notice of intent in the Administrative Bulletin in 2017 regarding the establishment of STEM school designation standards. Additionally, the STEM Action Center sent out notification in its newsletter that the Board would be setting STEM school designation standards and interested parties should contact the Board office. Approximately 25 individuals from traditional and charter schools, as well as industry volunteered to participate in developing STEM school designation standards for the Board’s consideration. The group met from December into April and researched standards developed in other states as well as AdvancEd’s STEM Certification Standards. AdvancEd’s STEM Certification Standards consist of 11 standards broken into three categories; STEM Learners, STEM Educators, and STEM Experiences. Based on this research the work group has proposed the standards identified in Attachment 1. Attachment 1 shows the proposed standards, the standards alignment to AdvancEd’s STEM Certification Standards and the minimum requirements established in Section 33-4701, Idaho Code.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Standards for STEM School Designation as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SUBJECT
Alternative Authorization – Content Specialist, Mastery-Based Route to Teaching

REFERENCE
October 2017
Board approved concept of mastery-based pathway for teacher certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN
Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

BACKGROUND/DISCUSSION
In response to the research-based recommendations of the Educator Pipeline Workgroup, the Board approved the concept of a Mastery-Based Route to Certification as a pathway for candidates seeking an Idaho teaching certificate through the Alternative Authorization – Content Specialist route.

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

The Alternative Authorization - Content Specialist requires individuals to meet the initial qualifications described below to receive an interim certificate and to then complete the additional requirements as specified with all requirements having to be completed by the end of three years. At the conclusion of the three year interim
certificate, individuals who have completed the requirements are transitioned to a five-year renewable Standard Instructional Certificate.

a. Initial Qualifications.
   i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and
   ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment knowledge and education.

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

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

Attached is the College of Southern Idaho’s (CSI) proposal to offer a mastery-based Alternative Authorization – Content Specialist certification program. This route may only be used by districts who have identified an individual they feel is uniquely and highly qualified to teach in a subject area and willing to utilize the Alternative Authorization -- Content Specialist route in partnership with CSI education faculty.

IMPACT
The area in which CSI is located is experiencing the greatest teacher shortage across the state. Both lawmakers and school leaders from Region 4 have expressed a desire for the college to become more active in assisting with quality preparation of teaching candidates using alternative routes to certification. Conditional approval of this program will allow CSI to begin working with districts to fill critical needs as early as fall 2018.

ATTACHMENTS
Attachment 1 – CSI Alternate Authorization – Content Specialist, Mastery-based proposal Page 5
Attachment 2 – Professional Standards Commission – Notification of Recommendation for Conditional Approval Page 35

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 currently conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet 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. The Commission has not reviewed an alternate route outside of routes that are imbedded in a traditional educator preparation program in the past. Professional Standards Commission review is not required for Board consideration. As this is the first Alternate Authorization – Content Specialist program considered by the Board that was not part of a traditional educator preparation program or part of an approved Non-Traditional Route to Teacher Certification (e.g. TFA, ABCTE), the Commission has conducted a desk review of the program proposal and determined at their April 6, 2018 meeting that the proposal provided evidence that the program is designed to meet the Certification Standards.
The Professional Standards Commission is recommending conditional approval to allow the College of Southern Idaho to begin serving Region 4 through the Alternate Route to Certification by the fall of 2018 in response to a severe teacher shortage in the area. Should the Board approve CSI to deliver this mastery-based Alternative Authorization – Content Specialist program, additional long-term program evaluation processes will need to be established. Currently the Commission is responsible for reviewing traditional and non-traditional approved educator preparation programs. As an approved stand-alone alternative authorization program, this program does not fit neatly into the category of traditional program nor non-traditional program.

Staff recommends approval.

BOARD ACTION
I move to approve the College of Southern Idaho program for conditional approval contingent on additional review once the program is fully implemented and has program completers.

Moved by __________ Seconded by __________ Carried Yes _____ No _____