

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 13-14, 2019**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BOISE STATE UNIVERSITY – ANNUAL PROGRESS REPORT</b>	Information Item
2	<b>IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND – ANNUAL REPORT</b>	Information Item
3	<b>COMMISSION ON HISPANIC AFFAIRS – EDUCATIONAL PROGRESS UPDATE</b>	Information Item
4	<b>IDAHO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN – SCHOOL READINESS</b>	Information Item
5	<b>IDAHO PTECH - UPDATE</b>	Information Item
6	<b>K-20 PUBLIC EDUCATION STRATEGIC PLAN</b>	Motion to Approve
7	<b>COLLEGE OF EASTERN IDAHO – COMMUNITY COLLEGE DISTRICT EXPANSION – LEMHI COUNTY</b>	Motion to Approve
8	<b>DIVISION OF CAREER TECHNICAL EDUCATION – STATE PLAN</b>	Information Item
9	<b>LEGISLATIVE UPDATE</b>	Motion to Approve

**BOISE STATE UNIVERSITY**

**SUBJECT**

Boise State University Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment and Goal 2: Educational Attainment

**BACKGROUND/DISCUSSION**

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

**IMPACT**

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

**ATTACHMENTS**

Attachment 1 – Boise State University Annual Progress Report

**STAFF COMMENTS AND RECOMMENDATIONS**

The institution annual report gives the Board the opportunity to discuss progress towards the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, and progress toward State educational system initiatives.

**BOARD ACTION**

This item is for informational purposes only.

Boise State University Annual Progress Report  
February 2019

**Strategic Plan Implementation**

As Boise State lays the groundwork for a new president and strategic plan, we are using this interim year and our accreditation self-study to assess the progress, successes and remaining challenges of our current strategic plan, *Focus on Effectiveness 2012-2018*. That plan has provided the blueprint by which we are deliberately and methodically attaining our vision to become a Metropolitan Research University of Distinction.

A summary of our progress follows.

**Goal #1: “Create a signature, high-quality educational experience for all students.”**

University Foundations

Continued evaluation and improvement of our core general education offerings remains at the heart of Boise State’s efforts to boost the quality of the undergraduate educational experience, learning outcomes, and success of our graduates.

Boise State implemented the Foundational Studies Program (subsequently re-branded as University Foundations) in fall 2012, updating a general education program last revised in 1984. As part of that process, a multi-disciplinary group of faculty spent two years researching best practices and exploring models from across higher education and developed a program that featured eleven institutional learning outcomes divided between disciplinary and specific skill competencies. They include: written and oral communication, critical inquiry, innovation and teamwork, ethics, diversity and internationalization, mathematics, natural, physical, and applied sciences, arts, humanities, and social sciences. These learning outcomes are mapped across the curriculum, including first-year writing courses; University Foundations (UF) 100 and 200 (specialized freshman and sophomore courses); disciplinary based courses in the humanities, social sciences, natural sciences, mathematics and the arts; a disciplinary communication course; and a capstone course known as “Finishing Foundations.”

After several years the University determined that certain aspects of the program needed to be reconsidered. In 2016, the Provost and Faculty Senate called for a review of the program. Around the same time, the Idaho State Board of Education and statewide general education committee began to pursue a state-wide system approach to curricula.

To pursue this charge, a second task force on general education formed in the fall of 2016. The task force put forward a six-point plan to address concerns, while recommending additional investment to create the infrastructure typical of successful programs and necessary to ensure sustained and continuous improvement. The reconstituted General Education Committee and University Curriculum Committee approved these measures and corresponding curricular changes in the fall of 2017.

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Since that time, each of the recommendations, as well as other activities focused on program improvement, are in process or have been implemented. They include:

- Expansion of the General Education Committee to include faculty subcommittees attached to each course will ensure quality and assessment at the granular, course level. The addition of forty faculty to populate these committees has significantly increased college/department/faculty investment in and governance of general education.
- The receipt of forty-two course proposals at the UF 100 level from every college on campus is a first for the program. From those proposals, thirty enhanced or new UF 100 courses will be offered 2018-2019, doubling the options available to students.
- All faculty offering courses at the UF 100 level participated in a summer course design institute facilitated by the Center for Teaching and Learning.
- Class sizes for UF 100 plenary lectures were reduced from 200 students to 100 students to provide a more manageable learning environment and better continuity.
- In the past two budget cycles, UF received \$730,000 in new funding to support increased full-time instruction, professional development, and assessment.
- UF 200 streamlined its categories of inquiry, focusing on ethics, diversity, and civics. This course and its subcommittee continue to deliberate on how best to define those three categories to provide a consistent learning experience for students. The fall 2018 Deans' Council retreat focused on how to leverage this course to better institutionalize the learning outcomes of ethics and diversity.
- In summer 2018, faculty subcommittees held the first extensive review and discussion of the Foundations of the Disciplines courses.
- In fall 2018, the program convened the first-ever formation of a committee concerned with Finishing Foundations, the senior capstone course.
- The UF program is currently piloting a peer mentor program, embedding trained peer mentors in select UF 100 courses as added support for freshmen making the transition to college.
- With significant faculty and student support, the UF program terminated its contract with e-portfolio provider Digication in favor of the e-portfolio tool available through Blackboard, the campus' learning management system. This improved efficiencies—one system instead of two—and eliminated the student fee charged for the Digication service.
- The expansion of the General Education Committee provides the structure and resources to better “close the loop” on assessment efforts. The committee is instituting two key changes:
  - An annual faculty development day will be led by subcommittee faculty members.
  - A formal schedule of course review will be created that, in concert with University Learning Outcomes assessment, will provide an additional avenue for departments to make the connection between assessment



conversations and department-level actions, in order to foster continuous course improvement.

- The program name change to “University Foundations” has allowed the term “foundations” to appear in all course titles, ensuring that faculty and students understand the full scope of our general education program. Additionally, the “know, do, become” language and the overall motto of education to “make a living and make a life” has been successful for shorthand communication with parents and students.

While work remains to be done—as is almost always the case with general education—the program is better positioned to deliver on the original vision.

### Program Assessment Reporting

A total of 99 degree programs - 47 undergraduate and 52 graduate - submitted Program Assessment Reports in 2016-17 and 2017-18. All reports were reviewed by no fewer than two, but typically three, reviewers. Of these, 100 percent of programs defined their learning outcomes at some level of proficiency, with 87 percent of the undergraduate programs and 92 percent of the graduate programs receiving ratings of developing or proficient (the two highest categories) on the strength of their learning outcomes. Eighty-one percent of undergraduate and graduate programs received ratings of “developing” or “proficient” in measures identified and used to assess learning.

All departments are expected to continually evaluate student learning outcomes, but they are required to submit Program Assessment Reports every three years. This complete revamp of our methodology for program review is one of the outgrowths of our Program Prioritization efforts. The process is a win-win. Departments respond to the reviews with actionable steps to improve learning outcomes. Peer reviewers develop new assessment skills through training and practice, and come away with a deeper understanding about the broader university community.

### New Academic Programs

Boise State continues to expand offerings in targeted areas driven by student, industry and community demand. In the past year:

#### **New Degree-Level Programs Approved by the Board**

- BA in Public Health – *fall 2018*
- PhD Biomedical Engineering – *fall 2019*

#### **New Degree-Level Programs Launch Dates**

- MS in Respiratory Care – *fall 2018*
- BA in Early Childhood Intervention (now called Blended Early Childhood/Early Childhood Special Education BA) – *fall 2018*
- BA/BFA Film and Television Studies – *fall 2018*

- BA/BFA Creative Writing – *fall 2018*
- BFA Narrative Arts – *fall 2018*

**New Graduate Certificates Launch Dates**

- History for Secondary Educators – *fall 2018*
- English Language Development PreK-12 – *fall 2019*
- User Research – *fall 2019*

**New Undergraduate Certificates Launch Dates**

- Elementary Portuguese – *fall 2018*
- Intermediate Portuguese – *fall 2018*
- Data Science for the Liberal Arts – *fall 2018*
- Security in Cyber-Physical Systems (4 focuses) – *fall 2018*
- Narrative Arts – *fall 2018*
- Principles of Grant Development and Writing – *fall 2019*
- Human Rights – *fall 2019*
- Engineering Design – *fall 2019*
- Innovation and Design: Emerging Applications (IDEA) – *fall 2019*

**New Minors Launch Dates**

- Geology – *fall 2018*
- Geophysics – *fall 2018*
- Hydrology – *fall 2018*
- Climate Studies – *fall 2018*
- Data Science for the Liberal Arts – *fall 2018*
- Creative Writing – *fall 2018*
- Film and Television Studies – *fall 2018*
- Korean Studies – *spring 2019*
- Critical Theory – *fall 2019*

A note on new minors — nearly all Boise State minors can be incorporated by students designing their own degrees through the Triple Discipline program, in which a student builds his or her own custom major by choosing three minors that combine into a unique multidisciplinary program that gives these graduates unique and attractive qualifications in the job market. Advisors in the College of Arts and Science help construct the degree path for each student and keep them on track and on budget.

**Beyond the Major and Career Education**

Efforts to boost Boise State's campus-wide commitment to ensure all students get the hands-on experiences, career guidance and skills training to succeed in their first jobs and beyond continue in multiple ways.

Beyond the Major efforts represent a university-wide commitment to offering students organized experiences outside of the classroom where they engage in deep, rich and

workplace-connected activities beyond those required for a degree. Working with departments to continue to incorporate this ethos into their programs, new initiatives include a two-year experience to help students understand and better tell their individual stories, which is vital in both deciding what careers to pursue and persuading employers to give them the chance; a job skills studio to help students determine which skills they may be lacking while they still have time to fill the gaps; and many more opportunities to help students envision their steps after college and best prepare to take them.

Beyond the Major is one outcome of a broader effort to better understand how we prepare students for their futures. Our goal is to build upon, coordinate, and strengthen work already being done in departments and divisions across campus to boost career-readiness and long-term student and alumni success. Other initiatives developed over the last year include "Make College Count!" in the Career Center and several innovative workforce preparation programs in the College of Innovation and Design.

This process began with a two-day visit with consultants at the Career Leadership Collective (CLC), which engaged more than 80 campus stakeholders and 60 campus leaders in a design thinking session on creating a coordinated career education vision. Among the findings:

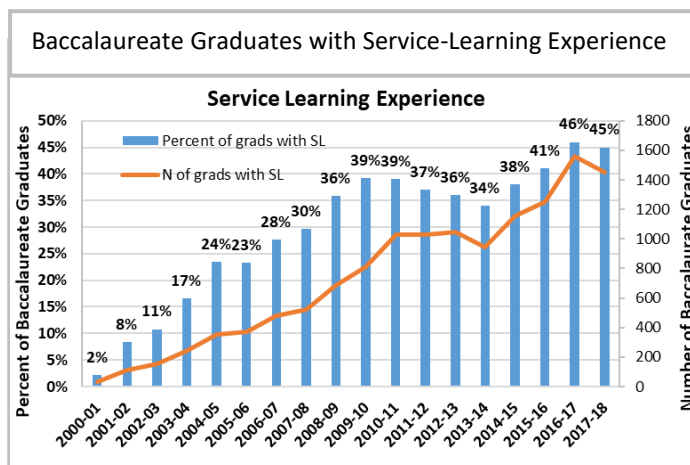
- There is a need for concrete career-related educational milestones.
- Students have diverse needs in preparing for future careers. The classroom space is uniquely positioned to meet these needs.
- Co-curricular experiences are transformative for students but need more intentional career reflection and activity embedded within them.
- External engagement with diverse companies can become more coordinated and intentional, yielding greater return for students, the campus and community.

Next steps include:

- Executive Summary Report provided: Mid-January
- Gather student input: Mid-January – Mid-February
- Report Debrief and Vision Planning: Late January
- Vision Creation with CLC: Mid-February – late March
- CLC Campus Visit to debrief on Report + Vision: April
- Empowerment/Training: May – August

### Service Learning

As illustrated in the chart below, Boise State continues to expand Service Learning opportunities for undergraduates. These opportunities include nonprofits, government agencies and other organizations across the community that give students real-world, hands-on experience that allows them to apply what they are learning in the classroom.



### International Student Success

Recent graduate Elena Gallina was named a Rhodes Scholar for the 2019 class. She was one of 32 people chosen for the award this year, joining students and recent graduates from universities including Harvard, Yale, Stanford, Princeton, MIT and Johns Hopkins. Gallina, who graduated from Boise State in May 2018 with a bachelor's degree in multidisciplinary studies and a minor in Arabic studies, is passionate about changing the way international governing bodies respond to disaster and the post-conflict reconstruction process.

In addition to Gallina's accomplishments, the Honors College fellowships advising team has helped 13 students land Fulbright grants to teach or do research abroad; two study languages through Boren awards; two; continue research through a Goldwater Scholarship; and one complete graduate study at Oxford University on a Marshall Scholarship, which is one of the most prestigious awards in the country.

**Goal #2: “Facilitate the timely attainment of educational goals of our diverse student population.”**

### Early Academic Success

Boise State continues to improve outcomes for students by boosting pass rates and reducing repeats in math and English. These efforts were recognized last year when Boise State was one of five universities in the nation recognized as a finalist for the Association of Public and Land Grant Universities' Degree Completion Award.

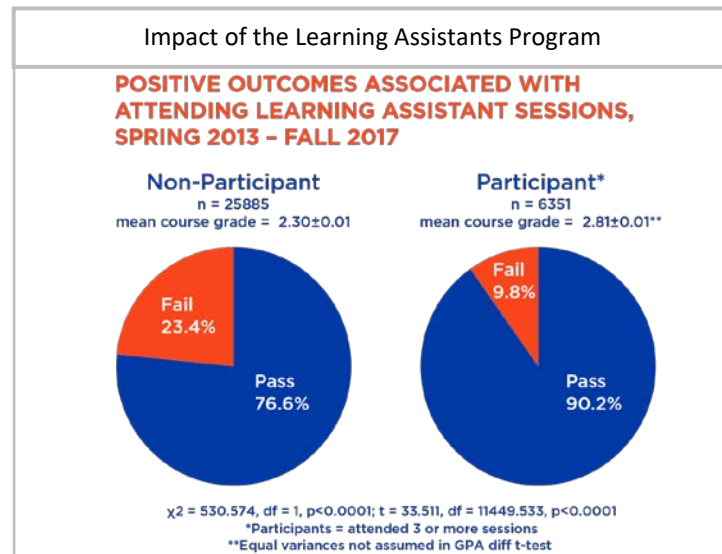
Pass rates in remedial math courses have more than doubled over the past nine years while repeat rates declined by more than half. Similar reforms applied to college algebra and first-semester calculus have had similar results. For example, students who would have previously been placed in beginning algebra are instead now placed into intermediate algebra with co-remediation to increase success. If a student performs

especially well in beginning algebra during the first half of the semester, they are moved into intermediate algebra for the remainder of the semester.

Repeats of lower level English have dropped by more than half and successful completion of English 102 increased by 15 percent after a series of similar reforms. The Boise State-developed “Write Class” program, which integrates students’ test scores with self-assessments of their writing experiences to determine their college-level English placement. The program has been so successful that it is being replicated at other universities. And instead of pushing students into non-credit remedial training before allowing them to take required English courses, Boise State has created a successful companion course to English 101 that keeps students on time and on budget as they pursue their degrees, even if they come to the University lacking full preparation.

### Learning Assistants

In the eighth year of this program of peer mentors and assistants, 170 Learning Assistants served nearly 9,500 students in math, chemistry, biology, engineering, physics, philosophy, English, criminal justice and music. Pass rates for those who participated in at least three Learning Assistant sessions increased 13.6 percent and average course grades improved by over one-half grade point.



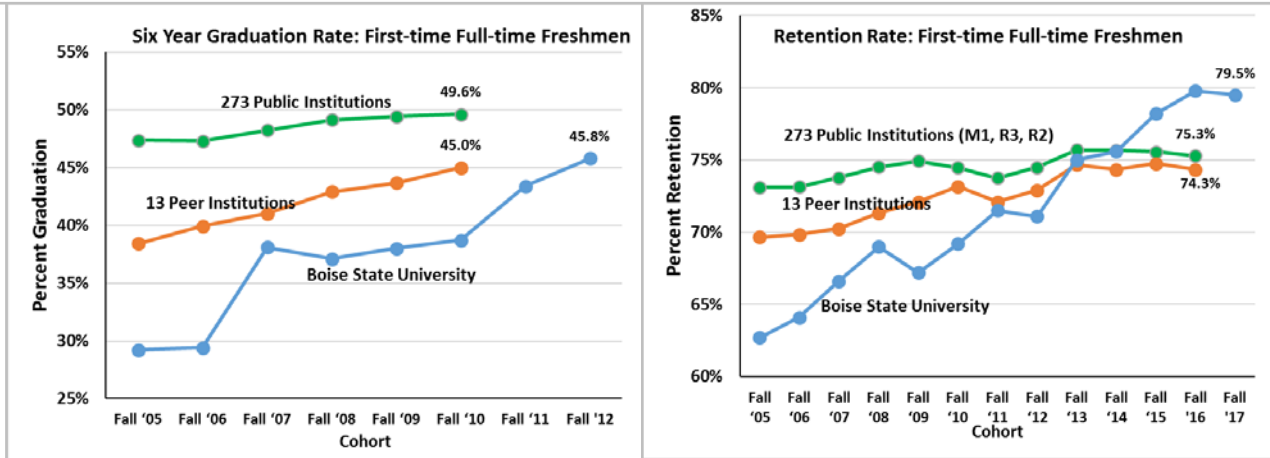
### Major Retention and Graduation Rate Success, and a Major Remaining Challenge

Early education improvements coupled with Boise State’s consistent push through Complete College Idaho to tackle advising gaps and bottleneck courses have resulted in a notable increase in first-year retention and graduation rates, as illustrated below.

Boise State now exceeds both sets of its peers in retention rates and has exceeded the six-year graduation rate of our 13 peer institutions.

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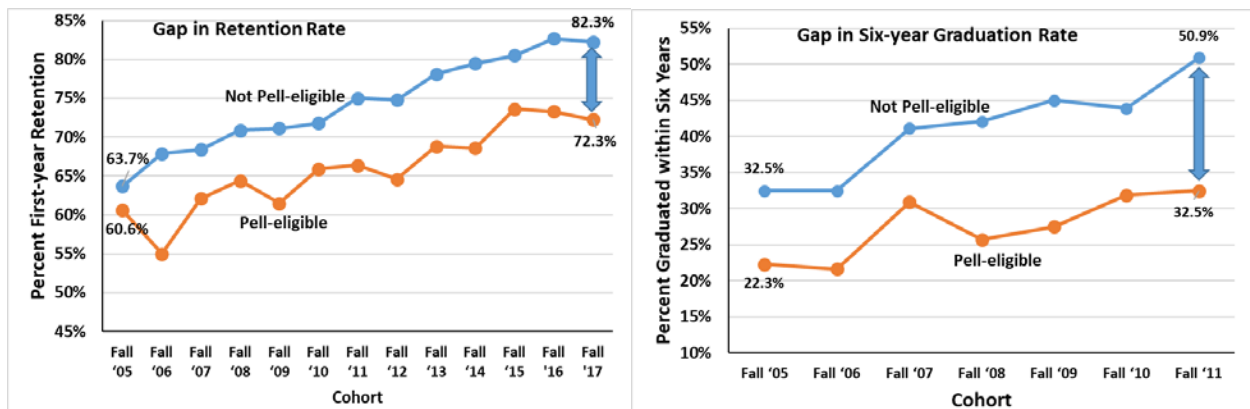
**First-Time Full-Time Retention and Graduation Rates**



We project a six-year graduation rate above 50% for the fall 2013 class based on the progress shown by that cohort's 4-year graduation rate.

The University remains ahead of the target the Board established in 2010 for the number of graduates needed for the state to achieve its 60% goal. However, a major challenge remains for Boise State — to reduce the gap in retention and graduation rate between Pell-eligible students and those who are not Pell-eligible.

**Equity Gaps in First-Year Retention and 6-Year Graduation Rates**



Boise State is focusing its efforts on increasing need-based financial aid and understanding the confluence of factors that many students face, in addition to the limited income denoted by Pell-eligibility. Those factors include:

- Students who work and/or have dependents will typically have less time available for school work.

- Students who commute to campus are less likely to be engaged with campus activities and to interact with faculty members outside of class.
- Students who are first generation often won't benefit from family guidance in navigating a college degree.

Pell-eligible students who are Idaho residents have a higher probability of 1) being first-generation, 2) being commuters, and 3) having greater work and family obligations than those who are neither Pell-eligible nor Idaho residents; each of these characteristics can put a student at risk of failing to finish or failing to finish on time.

The Student Success and Retention Committee was created in spring 2018 to identify recommendations for further improving retention, early and continued academic success, and graduation for Boise State's approximately 900+ first-time-in-college commuter students. The committee offered four recommendations:

1. *Course-based interventions.* Assist faculty in designing courses that can leverage existing technological tools, new pedagogical awareness, strategies to establish a more welcoming environment, and more efficient academic interventions when needed.
2. *Eligible-Not-Enrolled outreach.* Intensive and intentional outreach to commuter students who are eligible but have not enrolled for the upcoming term. Coordinated across various units, this intervention addresses barriers to continued enrollment. In fall 2018, this effort resulted in the enrollment of and additional 177 ongoing students.
3. *Promote connection and belonging.* Increase first-year commuter students' connection to campus programs, services, and extra-/co-curricular involvement opportunities.
4. *Institutional review of policies/practices.* Undertake a thorough vetting of administrative, academic, and financial practices, policies, and procedures that create avoidable barriers to ongoing student enrollment and academic progress. As an example, a review of the policies and practices regarding the placing of financial holds on student accounts is underway, with the purpose of reducing the frequency with which students experience an often unnecessary barrier to registration.

The Division of Student Affairs recently hired a full-time Student Success Coordinator to focus on underrepresented and first-generation students. The position is intended to complement existing efforts in our TRIO programs and provide support interventions for students not currently being served. The position will oversee the handoff to Boise State of the 2017 and 2018 GEAR-UP cohorts, track student persistence each semester, and provide outreach and support throughout their college experience.

Boise State is also a member of the "Power of Publics" initiative organized and launched by the Association of Public and Land Grant Universities in fall 2018. This group will focus on:

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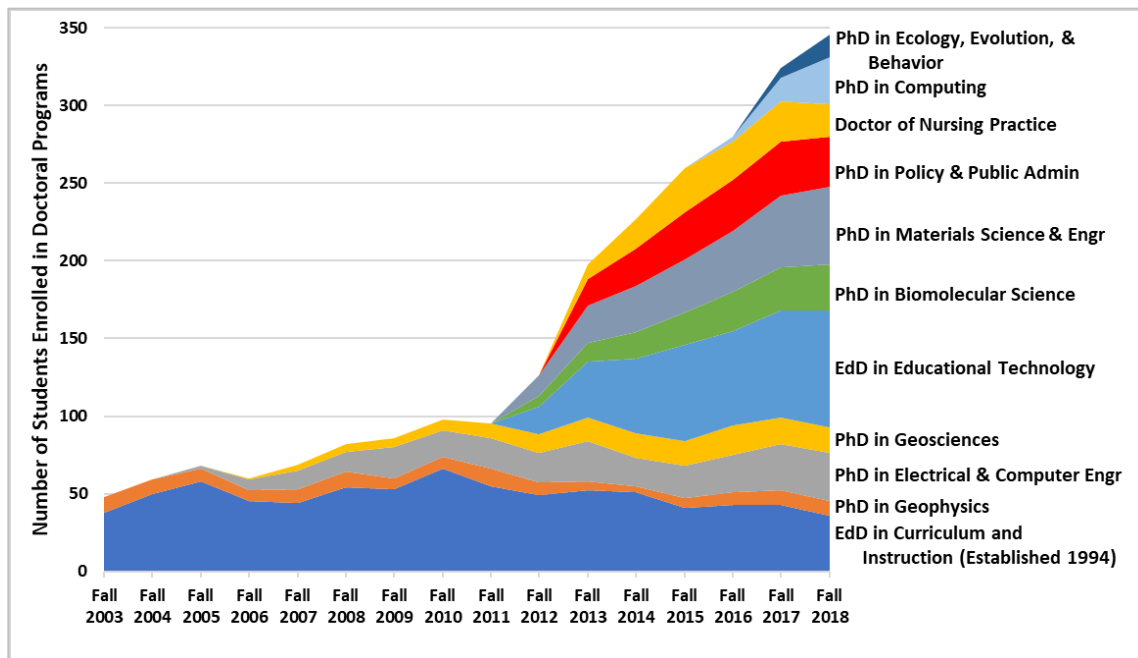
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Student access and entry into the university, with an emphasis on expanding access to diverse student populations, particularly low-income students, rural students, and American Indian populations. Recruiting and supporting transfer students is another key area for the cluster. Among the potential subtopics that will be addressed are recruiting rural students, success of returning adult students, transfer student recruitment and support, barriers for low-income students, and success of American Indian students.

These new efforts join existing programs such as the Impact Scholars Program, aimed at supporting students who were in foster care; the First Forward Success Program, which supports first-generation students; TRiO; College Assistance Migrant Program (CAMP); McNair Scholarship Program, and many more.

**Goal #3: “Gain distinction as a doctoral research university.”**

With the Board’s recent approval of the biomedical Ph.D. program, Boise State now has 12 doctoral programs with approximately 350 students pursuing these degrees. Nearly all of these degrees are transdisciplinary in nature, in order to meet student and industry demand.

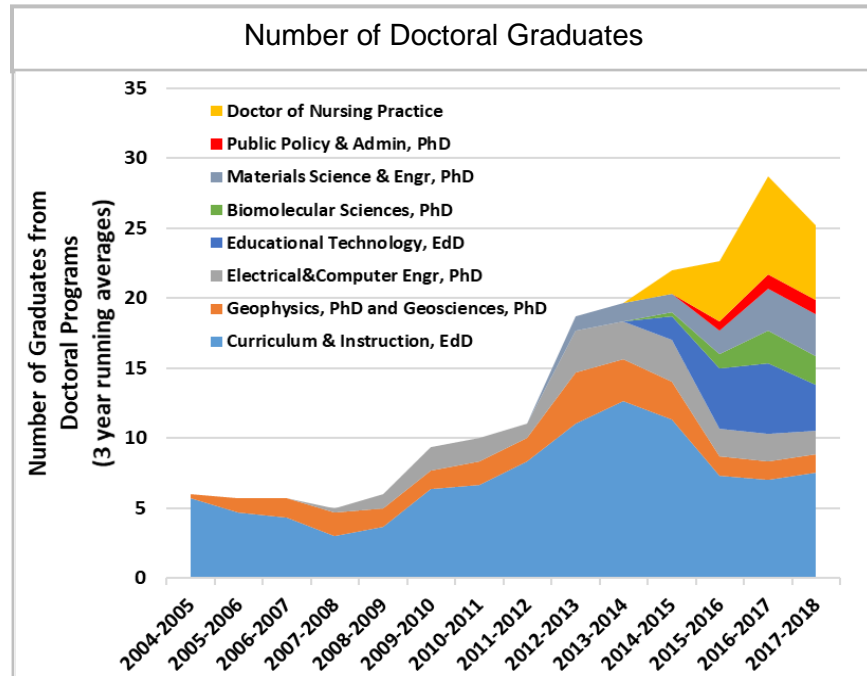


These programs are producing highly skilled graduates. Since 2004, the three-year running average of doctoral graduates quadrupled, and that number will continue to grow as new Ph.D. programs begin to produce graduates and additional programs are implemented.

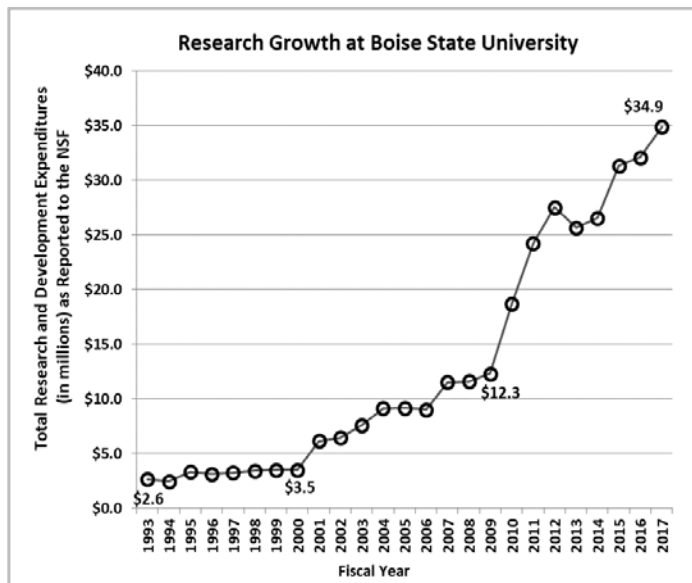


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## FEBRUARY 13, 2019



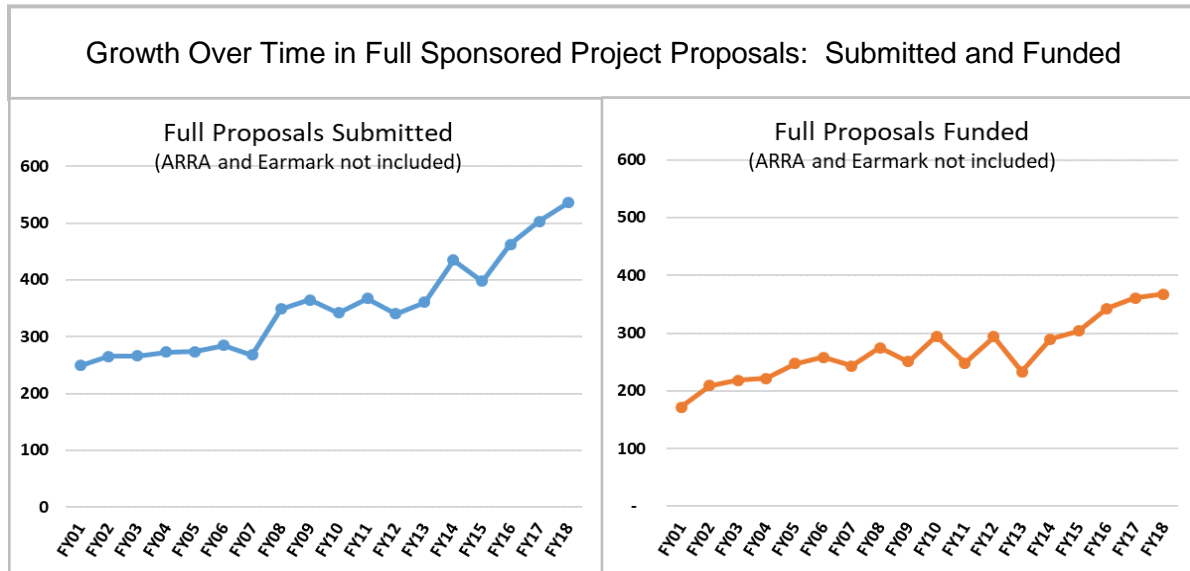
Boise State tracks enrollment in new programs and compares that to estimates created by faculty and industry partners when first proposed. In most cases, these doctoral programs have grown faster than anticipated.



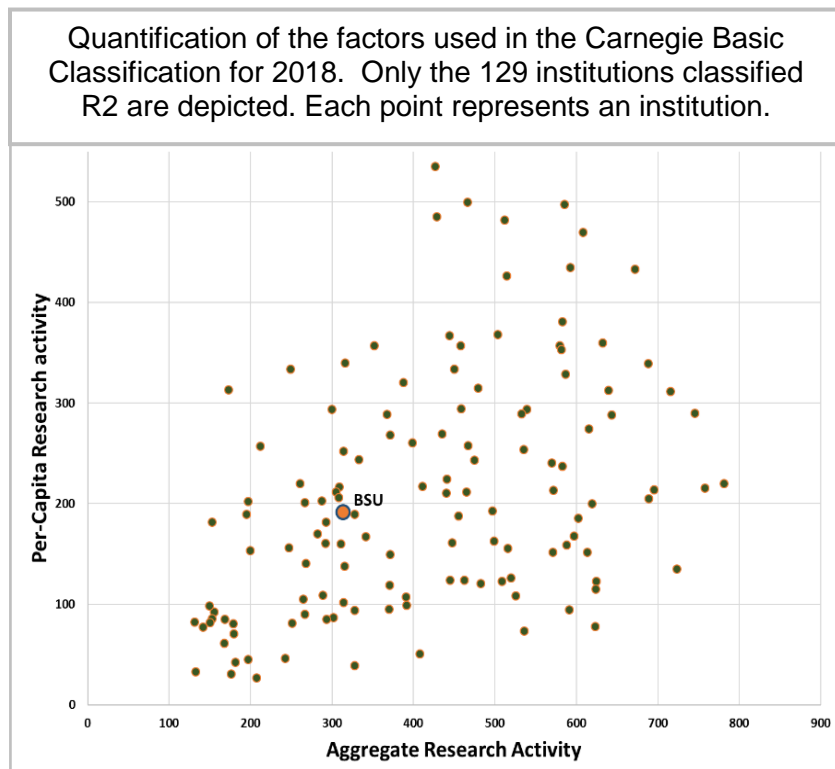
These new doctoral programs and the faculty and graduate students they bring to Boise State have rapidly contributed to the continued growth of our research expenditures.

During Boise State's evolution as a research university, there have been substantial increases in the number of proposals submitted, total awards, size of grants, number and scope of interdisciplinary of grants, and complexity of awards in terms of subawards to multiple organizations.

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The success in growing these programs and associated increase in research funding secured by Boise State led to the university being promoted to an “R2” doctoral university with “high research activity,” the same category occupied by both University of Idaho and Idaho State University. Though that category was expanded under new Carnegie definitions, Boise State’s recent increase in doctoral and research production would have landed the University well into the heart of the category under even the previous definitions.



**Goal #4: “Align university programs and activities with community needs.”**

Embedded in the concept of a Metropolitan Research University of Distinction is a campus-wide commitment to lead, shape, and support the economic, cultural and creative future of our metropolitan home, state and region. This commitment is manifested in how we prepare our students to be civically engaged leaders in their communities; leverage our scholarly expertise to help tackle the challenges facing our city, state and region; serve to enrich the community through cultural, educational and artistic opportunities for all. Below are some recent examples and statistics that illustrate these efforts.

*Community Engagement*

Boise State is recognized by two national classifications that reward a university's commitment to its community:

- In 2006, Boise State was one of 76 in the nation awarded the inaugural Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching — a distinction reaffirmed in 2015.
- In 2013, Boise State was one of just 16 institutions in the country recognized as a top Innovation & Economic Prosperity University by the Association of Public and Land-grant Universities.

*School of Public Service*

To change the way the next generation of public service professionals and civic leaders will be educated, the School of Public Service (SPS) has made several changes to its curricula:

- Two new multidisciplinary academic programs (Urban Studies and Community Development and Global Studies) were launched. The existing Environmental Studies program was moved into SPS to better integrate with SPS's other programs. Each program draws faculty from across the University to ensure that students graduate with the knowledge and skills necessary to be effective leaders in the public, private, and non-profit sectors.
- SPS adopted a unified set of core courses in communication, introductory data analytics, ethics, and career planning to ensure that all its graduates have both the hard and soft skills required to serve future employers, as well as their communities.
- Each of the undergraduate programs now require students to participate in experiential learning so students have the opportunity to deepen their knowledge, sharpen their skills, and test their values in applied settings.

The University has added twelve faculty members and six full-time professional research staff. In addition, through the Idaho Policy Institute, SPS has embraced and reinvigorated the University's historical commitment to public service research by

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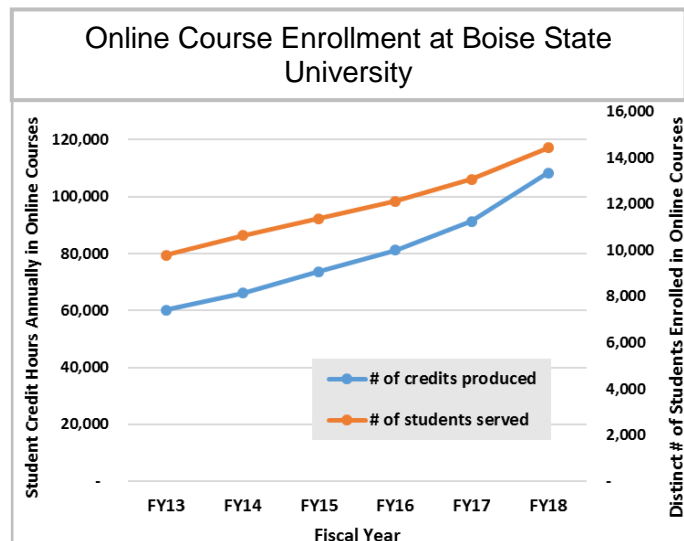
recruiting faculty, graduate students, and undergraduate students to work in concert with state and local agencies, non-profit organizations, and the private sector around issues of workforce, transportation, and economic development. Two years after launching, the institute has completed more than three dozen projects encompassing every geographic region of the state, and has grown its staff from three to eight full-time employees and two graduate students. Projects range in cost from \$1,000-\$100,000 and take from six weeks to a year to complete.

### Online Programs

Boise State now offers more than 40 completely online degrees and certificates, a number that is continually growing.

Among key additions this year is the nation's first online MS in Genetic Counseling. Genetic counselors help people understand and adapt to the medical, psychological, and familial implications of genetic contributions to disease.

Online courses serve traditional students, as well as those around the state and beyond. Thus, many programs at Boise State that don't yet have a fully online degree program still offer course options online. As a result, more and more students are taking advantage of this option, which can be a key factor in staying on time and on budget in the pursuit of a degree.



### Lifelong Learning

Key to Boise State's efforts to engage community members in lifelong learning is the Osher Lifelong Learning Institute, which offers college-level, noncredit offerings for intellectually curious adults. The program has more than 1,600 active members; they attend events solely for the love of learning – there are no credits, no grades, no homework, and no exams. The Institute's offerings are taught by Boise State faculty members and other community experts.

Surveys from Osher members are exceedingly positive. Although many had no previous connection to the University, members speak glowingly of Boise State faculty and the passion they have for their disciplines. In addition to their membership and course fees, 200 of the 1,600 members contributed to the Osher Excellence Fund, raising \$42,000 this past year. Many Osher members also contribute to the University at large, and the Institute has been embraced by University Advancement as one of the top ways of

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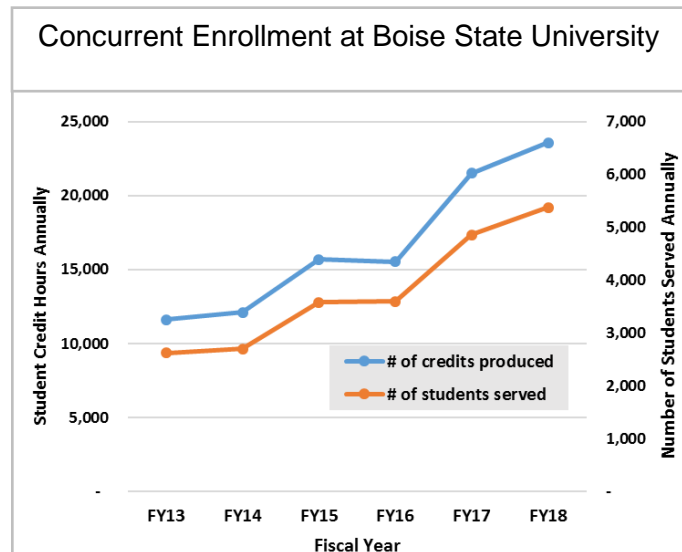
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keeping donors engaged in the life of the University. The Institute awarded grants to University faculty totaling \$15,000 last year, asking only that the faculty keep the Osher membership updated about the research they are doing.

The Boise State Alumni Association has embarked on new ways to keep graduates connected to the University and its offerings, including the BOLD — Broncos of the Last Decade — group that engages younger alumni with career and lifelong learning opportunities.

Concurrent Enrollment / Dual Credit Program

Concurrent enrollment continues to grow with the support of the Board and Legislature. The majority of Boise State's more than 5,000 concurrent enrollment students are high school students taking 1-2 courses per semester at their high schools. As with all other academic programs, academic departments oversee the curriculum, instruction, assessment, and overall quality of concurrent enrollment courses, with an emphasis on ensuring that the academic rigor of courses is equivalent to campus counterparts. Boise State has taken the extra step of having its concurrent enrollment program accredited by the National Alliance of Concurrent Enrollment Partnerships.



Cybersecurity

To meet the needs of the Idaho National Laboratory and local industry, a collaborative effort among STEM faculty at Boise State has made it possible to offer a new certificate series related to the security of cyber-physical systems. The series is the first of its kind at Boise State and care has been taken to make it widely accessible. With tracks developed specifically for students studying mathematics, electrical engineering, mechanical engineering and computer science, most STEM majors can easily add these credentials to their undergraduate learning portfolio and graduate with the necessary cyber awareness to take on real-world challenges.

Since fall of 2018, four distinct certificates related to the security of cyber-physical systems are being offered by the department: Software; Hardware and Firmware; Power Systems; and Industrial Processes.

*Enriching the Community Through the Arts*

Boise State serves as a major sponsor, benefactor, participant, and supporter of the arts. Every year Boise State hosts of hundreds of events that range from major theatre and musical and dance productions to poetry readings and intimate art exhibitions.

The Velma V. Morrison Center for the Performing Arts (Center) on Boise State's campus is the state's premier performing arts space and perennially named one of the top-performing university performance spaces of its size in the nation. In a typical year of hosting national traveling and local theater, music, dance and other performances, nearly 30 free events are held that give tens of thousands of children and adults access to the arts. The Center's Broadway in Boise series is a wildly successful program that brings world class Broadway shows to the local community and people who would otherwise be unable to experience such a production.

The importance of the venue has been recognized by the City of Boise, which named the Center one of the City's Cultural Ambassadors for the years 2017 and 2018.

Other major venues at Boise State include:

- Taco Bell Arena
- Benjamin Victor Gallery
- Student Union Gallery
- Visual Arts Center

Additionally, Boise State is home to:

- Idaho Dance Theater
- Boise Jazz Society
- The Gene Harris Jazz Festival
- Boise Chamber Music Series

The Center for Fine Arts and its high-touch, high-tech immersive World Museum are slated to open in fall 2019, not only providing a home for the Department of Art and School of the Arts administration, but a destination learning experience for Idahoans of all ages to experience art in ways technology is only just beginning to make possible.

**Goal #5: *"Transform our operations to serve the contemporary mission of the University."***

It is not unusual for University leaders to reference "Goal 5," as it is commonly known, when working on the less glamorous tasks of increasing the sustainability, relevance, responsiveness, efficiency, productivity and quality of all the programs aimed at supporting the first four goals. As we have noted in previous reports, even the most visionary and highly-skilled leaders cannot fully achieve the mission of an institution without a robust infrastructure and effective operations.

Much of Boise State's growth, as the Board is well aware, has occurred in years when the state could not afford to fund its EWA formula, resulting in greatly reduced per-student and per-graduate funding than the average among the three other four-year public institutions in Idaho. On an aggregate per-credit hour basis, the gap in Boise State's funding compared to that average is \$23 million per year. At the same time, new facilities required in response to enrollment growth and Boise State's mission as a doctoral research institution have vastly outpaced the state's system for constructing and maintaining public facilities. Consequently, a greater percentage of the students' contribution to their tuition and fees is used for this essential need.

One of the results is that the University runs extremely efficiently and effectively by virtually all comparative measures. Nevertheless, if left unaddressed, the funding gap will force difficult decisions to be made in the future. Far more detail about the evolving structural landscape at Boise State can be found in the more than 100 pages prepared for Standard 2 of the accreditation process: Resources and Capacity.

Key metrics and information pertaining to Goal 5 are summarized below.

*Key Facts and Figures*

**Enrollment Fall 2018**

<b>Enrollment Fall 2018 (October 15 census)</b>	<b>Headcount</b>
Undergraduate Degree-seeking	16,526
Graduate Degree-seeking	2,823
Early college	5,261
Other non-degree seeking (undergraduate and graduate combined) and audit only	930
<b>TOTAL</b>	<b>25,540</b>

**2017-2018 Graduates**

<b>Degree and graduate certificate graduates</b>	<b>Distinct number of Graduates</b>
Associate	118
Baccalaureate Degree	3,196
Graduate Certificate	241
Master's Degree	917
Education Specialist	16
Doctoral Degree	32
<b>TOTAL</b>	<b>4,393</b>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**FEBRUARY 13, 2019**

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\* The total of distinct graduates does not equal the sum of the graduates at each level because some students earn more than one degree (e.g., earning both a graduate certificate and a master's degree).

**Employees**

<b>Employees (Nov 2018 snapshot)</b>	<b>Full-time</b>	<b>Part-time</b>	<b>FTE*</b>	<b>%</b>
Instructional Faculty	769	739	1,015	37.2%
Professional Staff (all)	1,175	54	1,193	43.8%
Classified Staff	510	20	517	19.0%
<b>TOTAL</b>	<b>2,489</b>	<b>816</b>		<b>100%</b>

FTE calculation for IPEDS is full-time plus one-third part-time.

**Revenues and Expenditures**

Revenue and Expenditures for FY 2018; From Audited Financial Statement	
<b>Operating Revenue</b>	<b>FY 2018</b>
Student tuition and fees (Gross)	168,637,987
Scholarship discounts and allowances	(25,263,700)
Federal grants and contracts	36,120,893
State and local grants and contracts	5,515,960
Private grants and contracts	2,527,409
Sales and services of educational activities	5,094,567
Sales and services of auxiliary enterprises	61,535,826
Other	4,529,015
<b>Total operating revenues</b>	<b>258,697,957</b>
<b>Operating Expenses</b>	
Instruction	131,199,276
Research	30,738,807
Public Service	17,210,858
Libraries	6,025,293
Student Services	19,936,894
Operation & Maintenance of plant	21,572,668
Institutional Support	31,134,419
Academic Support	28,817,887
Auxiliary Enterprises	73,089,991
Scholarships and Fellowships	13,479,733
Depreciation	26,468,898
<b>Total operating expenses</b>	<b>399,674,724</b>
<b>Operating income/(loss)</b>	<b>(140,976,767)</b>
<b>Non-operating revenues/(expenses):</b>	
State appropriation - general	98,775,333
State appropriation - maintenance	1,686,375



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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Pell grants	23,600,874
Gifts	28,482,810
Net investment income	2,595,265
Change in fair value of investments	(336,336)
Interest	(7,571,626)
Gain/loss on retirement of assets	(344,022)
Other non-operating revenue/(expense)	160,272
Net non-operating revenues/(expenses)	147,048,945
<b>Other revenue and expenses:</b>	
Capital appropriations	1,858,258
Capital gifts and grants	27,275,727
Total other revenues and expenses	29,133,985
Increase in net position	35,206,163
Net position - beginning of year	384,545,372
Net position - end of year	419,751,535

**Research and Economic Development**

	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>
	<b>Office of Technology Transfer</b>				
Invention Disclosures	16	15	16	14	14
Patent Applications Filed	9	11	4	10	14
Patents Issued	6	3	4	3	3
Licenses/Options/Letters of Intent	27	38	29	28	24
License Revenue	\$5,600	\$21,475	\$53,847	\$39,231	\$24,820
Startups	0	0	5	0	1
FTEs	2	1	1	1	1
<b>Number of protocols reviewed by:</b>	<b>Office of Research Compliance</b>				
Institutional Biosafety Committee	36	42	51	41	43
Institutional Animal Care and Use Committee	72	95	81	98	93
Social and Behavioral Institutional Review Board	296	312	407	408	514
Medical Institutional	18	17	26	38	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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Review Board					19
	<b>Office of Sponsored Programs</b>				
Total # of Proposals Submitted	435	561	546	598	606
Total # of Awards	290	304	343	361	368
Total Sponsored Projects Funding	\$32,008,716	\$40,167,055	\$41,374,334	\$50,137,881	\$56,013,792
Total Research and Development Expenditures as reported to NSF	\$26.6M	\$31.3M	\$32.0M	\$34.9M	Not available at this time
Externally Funded Research Expenditures	\$17.3M	\$20.6M	\$19.4M	\$21.1M	\$27.7M

**Information Technology Planning**

A year-long cross-divisional effort to map out major development and technological needs has resulted in a five-year plan approved by senior administrators. The plan charts financial and personnel demands for technological needs across campus, including student data, employee, and financial systems; course scheduling and password management; and much more.

The effort is designed to identify needs, find efficiencies, and improve coordination across campus, in order to best prepare the University for the changing financial and planning demands that will come as more technology systems are housed on the cloud in a “software as a service” model. While cloud-based systems have the potential to decrease the incremental cost of buying a new system, they will greatly increase annual costs associated with the associated service model.

**Department Strategic and Enrollment Planning**

The University’s new budget model incorporates the principles of Program Prioritization; ties resource allocation to expenses and productivity; facilitates strategic reallocation of funds; provides resources to support university-wide strategic initiatives; provides incentives promoting excellence, academic quality and financial sustainability; and provides a more transparent view of revenue production and costs.

In connection with the new demands placed on academic departments with the new budget model, a new process (the Department Strategic Evaluation and Action process) has been put in place to evaluate the present state of each department, and analyze the results to identify strategies and actions for the department to take over the next several years.

Furthermore, strategic planning in the Provost's Office is now coordinated with strategic enrollment planning in the Division of Student Affairs, as well as Marketing, the Career Center and more.

### *Athletics Programming Review*

Boise State is a participant in the initial implementation of the NCAA's new Institutional Performance Program, which is designed to replace athletic certification with a process that serves as an ongoing review of the health of an athletics program. Boise State implemented the program in 2016 with the creation of three subcommittees focused on academics, finances, and inclusion (gender/diversity). Each subcommittee was provided with data on a variety of metrics for Boise State student-athletes and those at peer institutions.

### *Collaborations and Partnerships*

A comprehensive list of research and programmatic collaborations and partnerships in which Boise State is involved is beyond the scope of this document. However, several examples are detailed elsewhere in this report (for example, the School of Public Service's Idaho Policy Institute, the APLU's "Power of Publics" initiative, the Osher Institute, and cyber security efforts); highlights from the past year include:

- Boise State launched a new approach to help returning adult students pursue customizable online degrees through the Passport to Education program. This program, a partnership between the College of Innovation and Design, Extended Studies and CapEd Credit Union, gives all CapEd members a chance to earn a degree while paying a monthly subscription cost that can save them thousands of dollars over the cost of a traditional degree.
- The University is in the process of submitting materials to become an Air University-Associate to Baccalaureate Cooperative (AU-ABC) school. AU-ABC is a partnership articulation agreement between individual degree programs and the Community College of the Air Force (CCAF.) The program's purpose is to reduce barriers and provide access to bachelor's degree completion for CCAF students (Active Duty, Guard, and Reserve). The University expects to have all online degree completion programs approved by fall 2019.
- Boise State's Idaho Policy Institute and the James A. and Louise McClure Center for Public Policy Research at the University of Idaho recently completed a study at the request of economic development and industry groups that examines the economic impact of constructing a 720-megawatt power facility using 12 small modular nuclear reactors at the Idaho National Laboratory (INL). The study found that the project could significantly boost the regional and state economies, while increasing U.S. carbon-free energy development.
- Three recent examples of collaborative efforts through the Office of Technology Transfer (all assisted by the state's IGEM funding) include:
  - Boise State characterized the mechanical performance of a hip implant for dogs being developed by MWI and WestVet. This research had the

- collateral benefit of developing a new technique to measure abrasive wear in hip implants.
- Boise State worked with Simplot to develop a data analytics solution for agronomic decision-making based on historic farm and crop yield data.
- Boise State is helping Idaho Hydro Tech develop an integrated, miniaturized, air scrubber and cloud-enabled wireless distributed sensor network to monitor and control the storage environment for potatoes.
- Partnerships abound in the arts. Below is a sample of Idaho arts organizations that benefit from the expertise of our faculty:
  - Idaho Shakespeare Festival: Acting, directing, lighting design, costume design, set design, voice and dialect coaching
  - Boise Philharmonic: Members of the orchestra (viola, percussion, piano)
  - Boise Contemporary Theater: Acting, directing, set design, costume design, voice and dialect coaching
  - Idaho Dance Theatre: Founding artistic director and choreographer
  - Ballet Idaho: Costume design and lighting design
  - Opera Idaho: Direction of Critical Mass Vocal Artists
  - LED: Lighting design
  - Boise Art Museum: Trustee
  - Boise Cultural Plan: BSU research formed the basis
  - Boise Baroque Chamber Orchestra: members of the orchestra (cello, harpsichord/organ, trumpet)

Other notable ongoing collaborations include:

- 3+3 law programs with both the University of Idaho and Concordia Law School.
- Service Learning at Boise State has grown to encompass more than 100 community partnerships and projects.
- The College of Education is involved in multiple initiatives and programs that leverage our faculty's expertise to improve K-12 outcomes across the state, including the Lee Pesky Learning Center, the Initiative for Developing Mathematical Thinking, Improving Teachers' Monitoring of Learning project, and more.
- Boise State continues to be home to the National Education for Women's Leadership Idaho, which inspires young women across the state to become leaders in their communities.
- In 2016, Boise State received a competitive grant from the U.S. Department of Education to open a Center of Excellence for Veteran Student Success (CEVSS). The purpose of the program is to increase veteran postsecondary matriculation and improve retention, completion, and graduation rates. CEVSS services address academic, financial, social and physical needs of students. CEVSS programs in academic and career advising focus on first year students and assists with exploring degree pathways. In 2017 there were 415 new Veterans and 341 new dependents of Veterans enrolled, which is up from 114 Veterans and 320 dependents prior to obtaining the grant. Retention of undergraduate veteran students has increased from 67 to 73 percent since 2016.

- IGEM partnerships with universities, the INL, and the private sector include projects looking at wireless sensor networks to improve potato storage.
- Researchers and students from multiple departments continue their work with Gorongosa National Park in Mozambique.
- Researchers from our Human Environmental Systems group are working with researchers from UI and ISU on a NSF-EPSCoR project looking at ways to maximize land conservation investments that preserve elk, deer, and carnivore habitat in the High Divide, which is the largest intact ecosystem outside of National Parks and links Yellowstone to Canada. This active research group is also involved in studying Treasure Valley water and farmland, invasive species in Michigan, energy and the environment throughout the West, industrial logging in rainforests, and human and predator interactions across the globe.
- Researchers from our biology and geosciences departments are working with Idaho State and the United States Department of Agriculture on a NSF grant to investigate how climate change will alter Idaho landscapes.
- Faculty in our School of Public Service and Department of Geosciences are working with researchers from UI and ISU on a NSF-EPSCoR project to predict the future of water availability in the Treasure Valley.
- Biology faculty are working with Civil Engineering faculty at UI to study algal resource recovery systems in treating waste from dairies, while simultaneously producing Biofuels, Bioenergy, and Bioplastics.
- Biology faculty are working with UI Ag & Life Science Faculty on developing a vaccine against *Staphylococcus aureus* to prevent mastitis in dairy cows.

### Campaigns

The inaugural Bronco Giving Day raised nearly \$350,000 from some 925 donors in September. It was the first in a new annual online crowd-funding event aimed to boost engagement and philanthropy among all alumni and friends, especially younger adults.

Boise State is laying the internal groundwork for its next major fundraising campaign, allowing the new president to set the agenda and details. In the interim, the University is evaluating needs and opportunities across campus, identifying transformative partners, and more. The University's 100-year anniversary will be in 2032, just 13 years from now, so it is possible that the next comprehensive campaign will be fashioned around preparing Boise State for its "second century."

For context, when Boise State kicked off the public phase of its last comprehensive campaign, Destination Distinction (which ultimately raised more than \$185 million), the University had slightly more than 5,000 annual individual donors. This past year, more than 26,000 people donated to Boise State.

### New Buildings

*Alumni and Friends Center*

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Ownership of this 40,000 square-foot building, which was constructed entirely with funding from charitable gifts, was transferred from the Foundation to the University in 2018.

*Center for Fine Arts Building*

On track to open in 2019, the facility will house the Department of Art, School of the Arts administration and the World Museum.

*Micron Center for Materials Science Research*

Funded in part by the largest philanthropic gift in Boise State history, the center is under construction and due to open in fall 2020, with lab spaces that can be built out and customized around the research needs and emphases of future faculty.

**IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND**

**SUBJECT**

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

**REFERENCE**

February 2016	IBESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2017	IBESDB Provided the Board with report updating the Board with current progress of the Bureau
February 2018	IBESDB Provided the Board with report updating the Board with current progress of the Bureau

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-3405(4) and 33-3411, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination.

**BACKGROUND/DISCUSSION**

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

**ATTACHMENTS**

Attachment 1 – IBESDB Annual Report

**IMPACT**

This annual update will provide the Board with an update on the scope of IBESDB's efforts to serve Idaho's children and provide the Board with the opportunity to ask questions about their work with school districts around Idaho.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Bureau of Educational Services for the Deaf and Blind, originally the Idaho School for the Deaf and Blind has been providing services to Idaho's children since 1906. Their programs consist of statewide outreach programs and the Idaho School for the Deaf Blind, located in Gooding Idaho. They provide supplemental education services, early intervention and education, consultation, and transition support to families and local school districts throughout Idaho. The property in Gooding that houses the School for the Deaf and Blind is held by the State Board of Education and leased back to IBESDB for their use.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**BOARD ACTION**

This item is for informational purposes only.

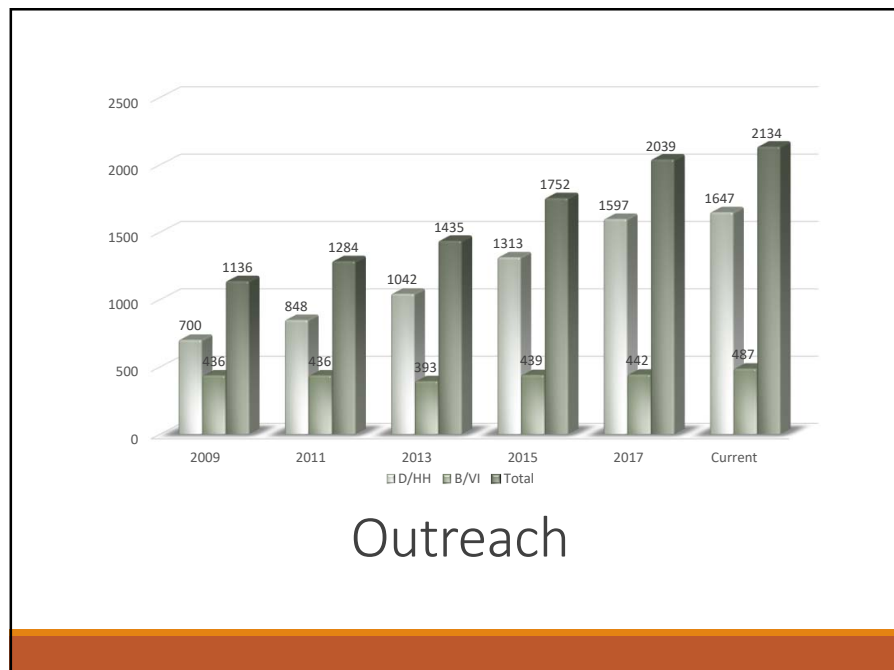
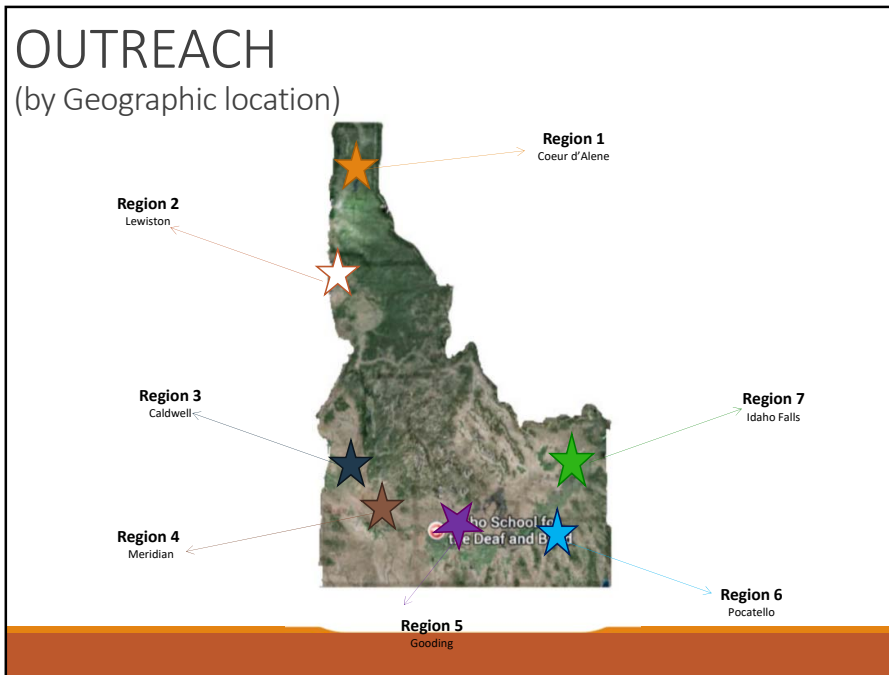


Idaho Educational  
Services for the Deaf and the  
Blind



Outreach



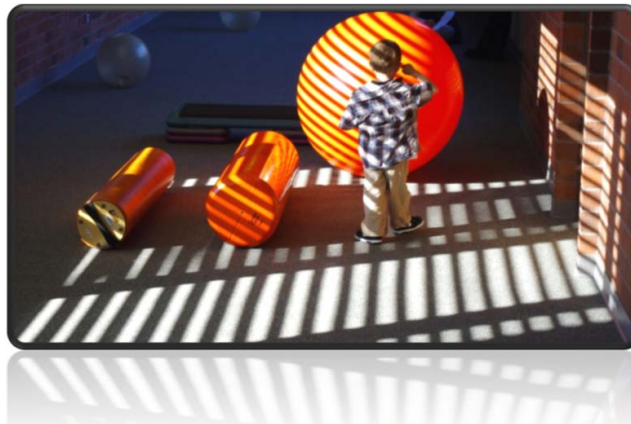


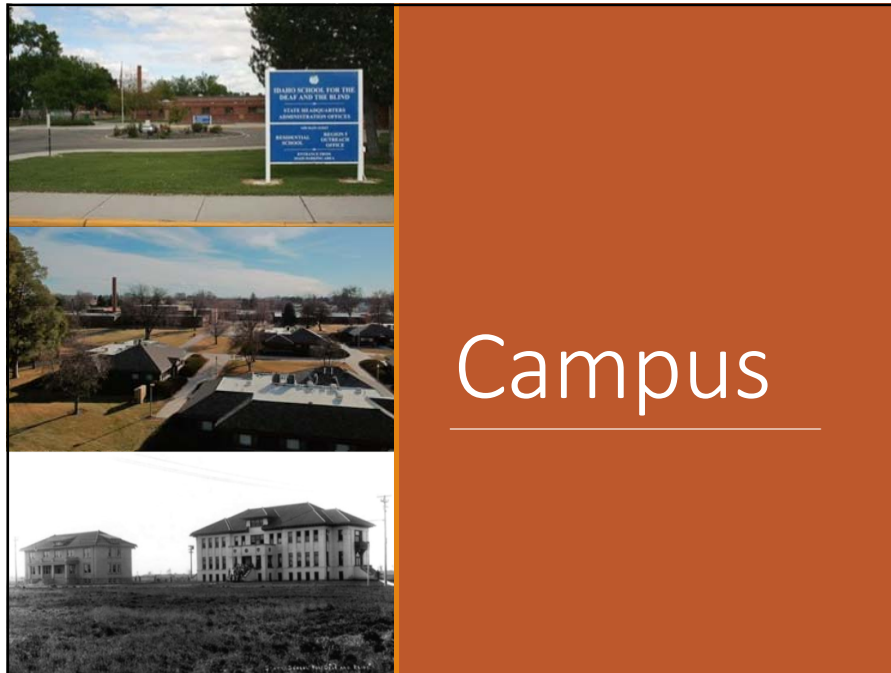
## Expanded Core

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- sensory efficiency skills
- self-determination

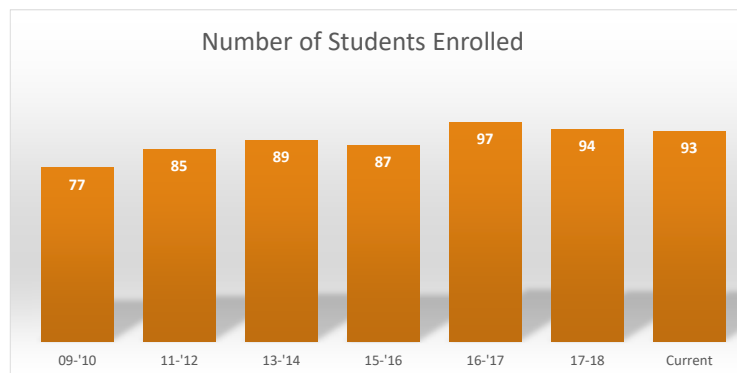


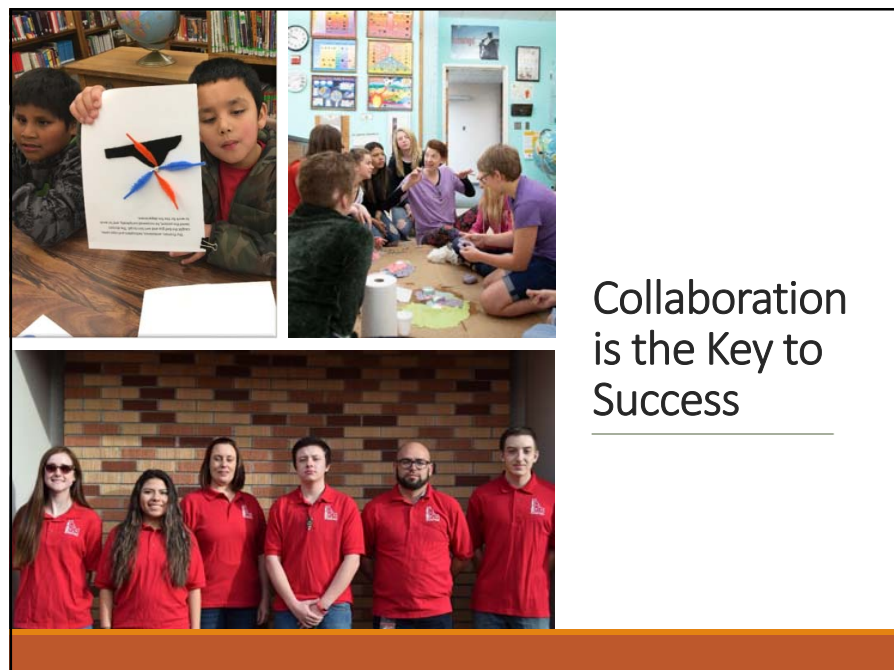
## Short Term Programs (STP)

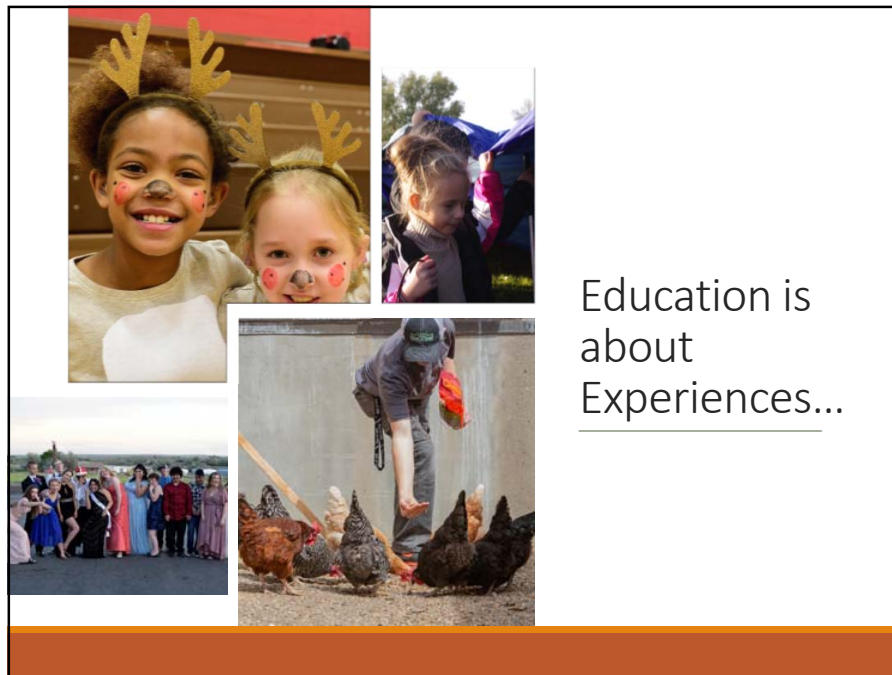




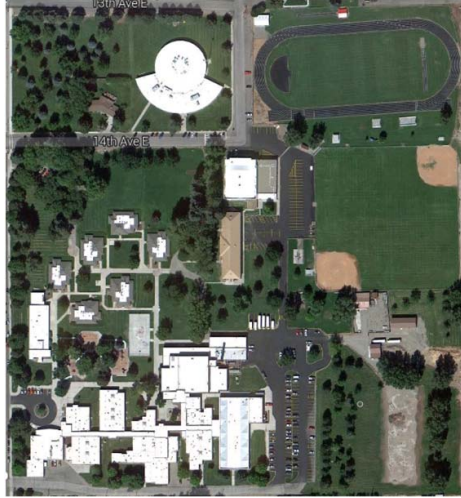
## Campus











Facility  
Development



~ Thank you ~

**IDAHO COMMISSION ON HISPANIC AFFAIRS**

**SUBJECT**

Educational Achievement and Attainment Update

**REFERENCE**

October 2010	The Idaho Commission on Hispanic Affairs presented the Board with its three-year comprehensive education plan.
February 2017	The Idaho Commission on Hispanic Affairs updated the Board on their work with Hispanic students in Idaho

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

The Idaho Commission on Hispanic Affairs is a non-partisan state agency providing services to the Hispanic Community and serving as a liaison between the community and government entities. Working toward economic, educational, and social equality, the Commission identifies and monitors programs and legislation, and researches problems and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other organizations concerning issues facing the State's Hispanic population.

Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs will provide the Board with an update on changes in Idaho's Hispanic student population, including elementary and secondary student achievement and postsecondary student access.

**ATTACHMENTS**

Attachment 1 – Commission Presentation

**IMPACT**

This agenda item will provide the Board with an opportunity to discuss potential policies and strategies for further reducing the achievement gap and increasing the postsecondary attainment of this group of students.

**STAFF COMMENTS AND RECOMMENDATIONS**

At the October 2010 Regular Board meeting the Idaho Commission on Hispanic Affairs presented the Board with a three-year comprehensive education plan. Since that time, Idaho has seen small gains in reducing the educational achievement gap for this group of students. At the same time, Idaho has seen increases in this population of students in the educational system. Exploring partnership opportunities with organizations like the Commission will allow the



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Board to target student achievement initiatives as well as other work like the guided pathways implementation strategies in a culturally relevant way to better serve Idaho's diverse populations.

**BOARD ACTION**

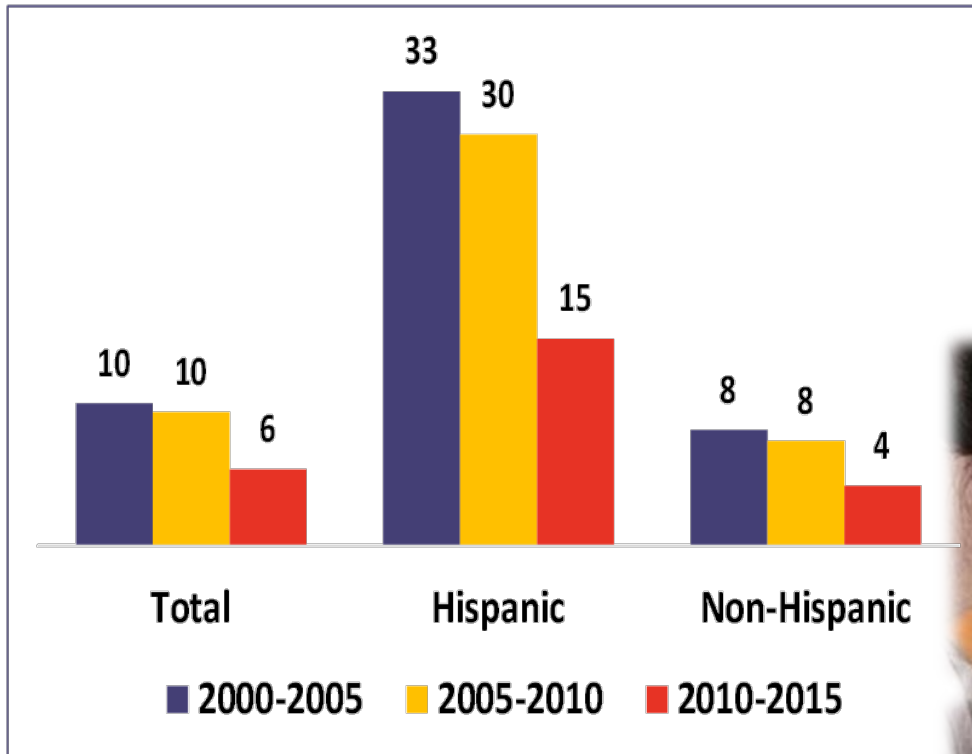
This item is for informational purposes only.

# Idaho Commission on Hispanic Affairs



**Margie Gonzalez**  
Executive Director

# IDAHO'S HISPANIC POPULATION IS GROWING



# Idaho Public Schools

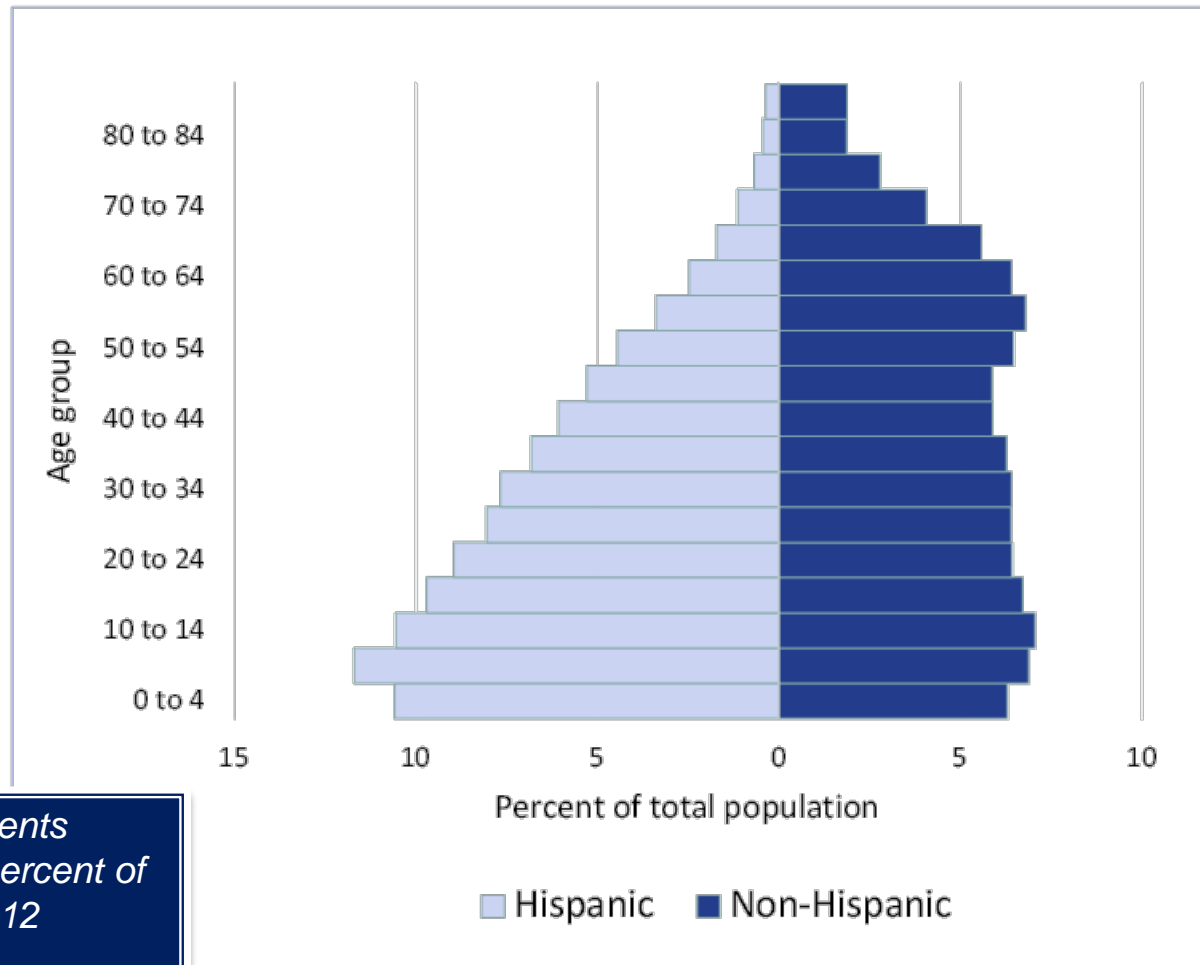
Hispanic students make up a growing share of enrollment in Idaho's schools and universities:



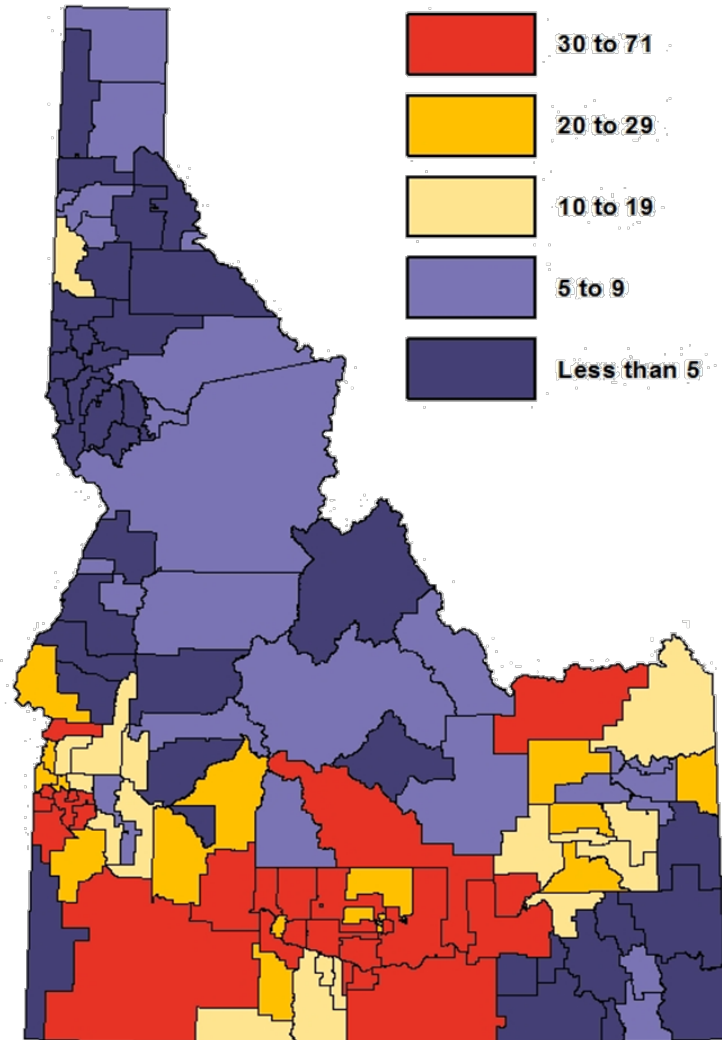
In the 2015–16 school year, 51,308 Hispanic students made up 18% of total public K–12 enrollment. This is an increase from 2010–11, when 45,084 Hispanic students made up 16% of total enrollment.

Source: <http://eddataexpress.ed.gov/state-report.cfm/state/ID/>

# Percent of Hispanic and non-Hispanic Idahoans by 5-year age groups, 2016



## Percent Hispanic by School District, 2015–16



Districts with at least 50% Hispanic students are located in both rural and urban areas: Wilder (71%), Caldwell (61%), Aberdeen (61%), Wendell (60%), Heritage Community Charter (52%), and Jerome Joint (51%).

In Northern Idaho we have a growing Hispanic student population where Plummer–Worley School District make up 13%.

## Top ten school districts with highest percentage of Hispanic Students

2009-2010

❖ Wilder	80%
❖ Caldwell	53%
❖ Murtaugh Joint	47%
❖ Clark County	46%
❖ Glenns Ferry	45%
❖ Aberdeen	45%
❖ Shoshone Joint	42%
❖ Wendell	41%
❖ Minidoka County Joint	40%
❖ Jerome Joint	40%

2015-2016

❖ Wilder	71%
❖ Caldwell	61%
❖ Aberdeen	61%
❖ Wendell	60%
❖ Jerome Joint	51%
❖ Shoshone Joint	49%
❖ Murtaugh Joint	49%
❖ American Falls	49%
❖ Clark County	48%
❖ Valley	47%

[http://www.sde.idaho.gov/site/statistics/student\\_ethnicity.htm](http://www.sde.idaho.gov/site/statistics/student_ethnicity.htm)

Source: <http://www.sde.idaho.gov/site/statistics/studentethnicity.htm>

# K-12 public school enrollment

	2010-2011	2015-2016	% change
Hispanic	45,084	51,308	14
Non-Hispanic	231,687	240,323	4
Total	276,771	291,631	5

SOURCE: public records request to the Idaho Department of Education

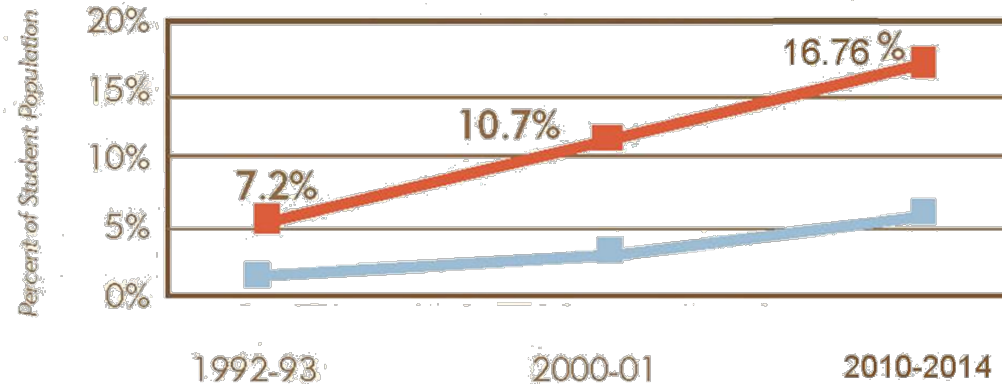
PPGA

TAB 3 Page 7

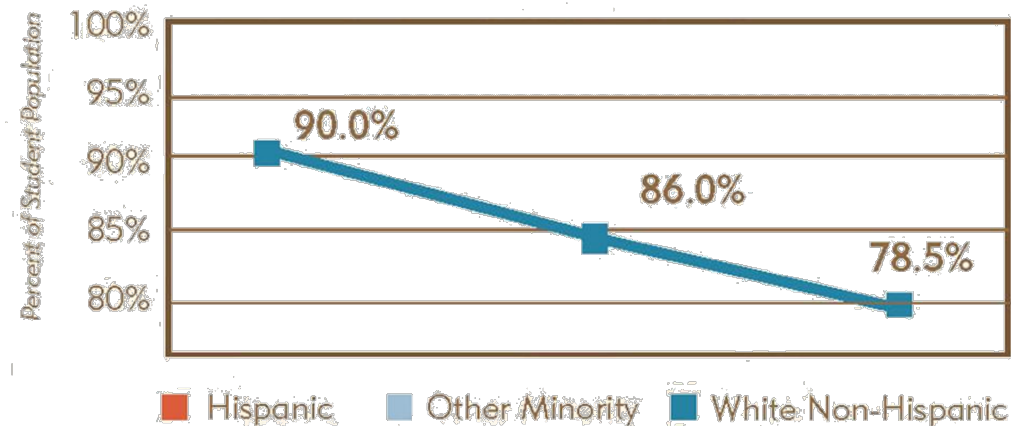


# Changing demographics in student population

**Hispanic  
Student  
Population  
Change**



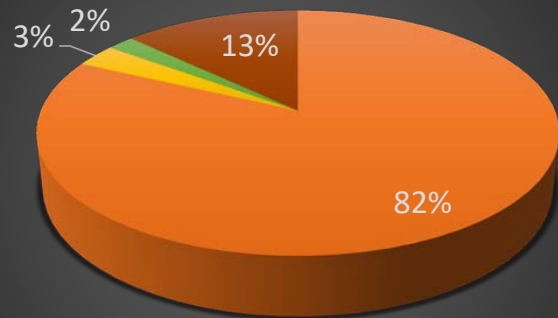
**White  
Non-  
Hispanic  
Student  
Population  
Change**



# English Learners



Percent of EL students



Spanish Arabic Swahili 102 Other Languages

PPGA

## Districts with the high percentages of Els:

Wendell (29%)	Shoshone (27%)
America Falls (23%)	Valley (19%)
Jerome (18%)	Blaine (18%)
Aberdeen (17%)	

Source: Idaho Department of Education

# Migrant Students

	Migrant students (#)	Percent of total
<b>TOTAL</b>	<b>3,585</b>	<b>100</b>
Birth to age 5 (but not in Kindergarten)	735	21
Kindergarten	239	7
1st grade	281	8
2nd grade	264	7
3rd grade	282	8
4th grade	250	7
5th grade	252	7
6th grade	219	6
7th grade	203	6
8th grade	220	6
9th grade	208	6
10th grade	179	5
11th grade	136	4
12th grade	117	3

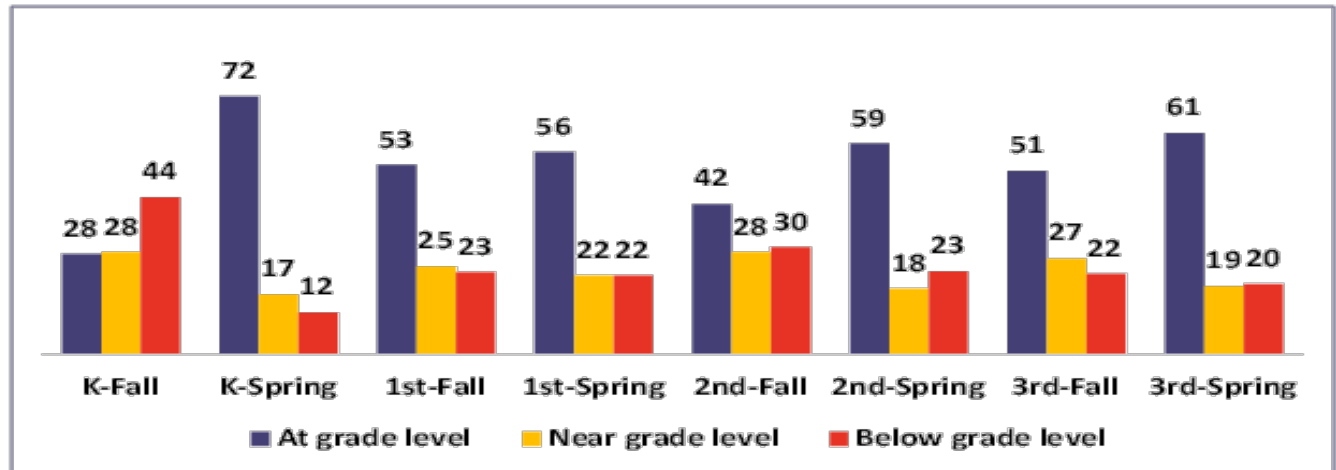
Number of students enrolled in the Migrant Education Program as of April 2016



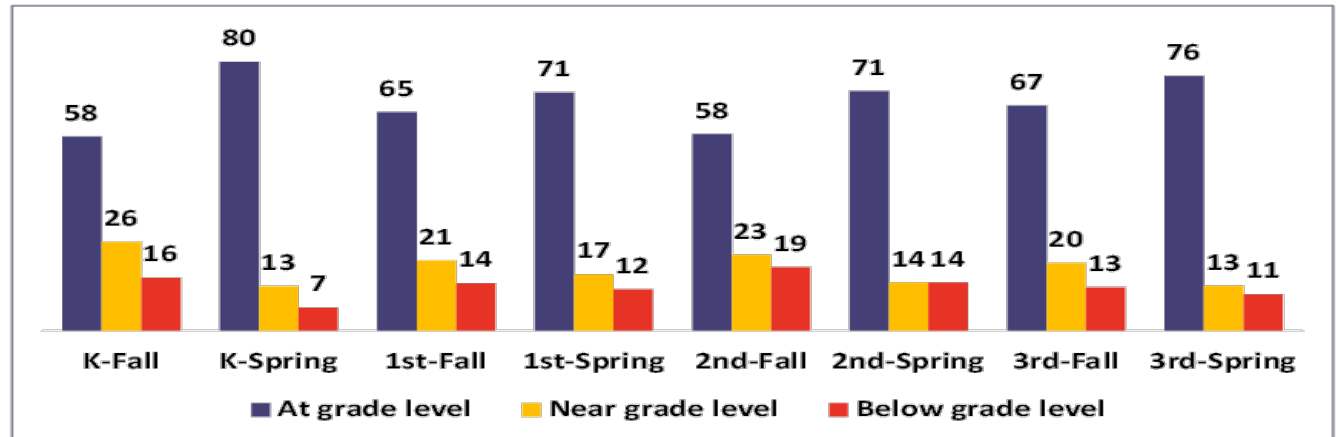
# Non-Hispanic Students Outperform Hispanic Students on Both K-12 Achievement Tests

Idaho Reading Indicator K-3 (%), Fall 2015 and Spring

Hispanics



Non-Hispanics





In 2017-18  
12,436 Hispanic  
students made up 12%  
of Idaho's total  
postsecondary  
enrollment. This is an  
increase from 2009,  
when 5,096 Hispanic  
students made up 6%  
of total enrollment

# Hispanics Make up a Small Share of Public School Personnel

During the 2018–19 school year, Idaho public schools employed 538 Hispanics who made up just 2% of all employees. These Hispanic employees included:

- 474 school teachers (2% of all elementary teachers)
- 10 elementary school principals (2%)
- 16 school counselors (2%)
- 3 school nurses (2%)
- 4 social workers (7%)
- 1 assistant superintendents (5%)

There were zero Hispanic superintendents, audiologists, or occupational or physical therapists.

Source: Idaho Department of Education



## Hispanic population growth poses challenges

- Disproportional representation of personnel in schools
- (K–12)
- Lower proficiency rates (English, Math, Reading)
- Students dropping out of school to work
- Absenteeism
- Lower “go on” rates





**Thank you on behalf of  
the Idaho Commission  
of Hispanic Affairs**



**IDAHO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN**

**SUBJECT**

School Readiness

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-201, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment, Objective C: Access

**BACKGROUND/DISCUSSION**

Idaho Association for the Education of Young Children (Idaho AEYC) has a vision that all children thrive wherever they grow and learn. Idaho AEYC works to advance the early learning profession and advocate for children ages birth to eight, families and those who work on behalf of young children.

Idaho AEYC was established as a professional membership organization in 1986 and is working to support local communities throughout Idaho in their effort to build and sustain early learning programs that support young children and their families. Beth Oppenheimer, Idaho AEYC's Executive Director, will share with the Board the work of the association, the importance of assuring students are ready to enter school and opportunities for alignment and collaboration. These opportunities include:

- Idaho School Board Association's resolution to amend Idaho's statutory definition of school age, moving from the minimum age of five to four and allowing flexibility in school district spending to allow schools to help children entering kindergarten
- Proposed Idaho School Readiness Act, and
- Governor's recommendation to increase K-3 literacy funding.

**ATTACHMENTS**

Attachment 1 – Idaho AEYC presentation

**IMPACT**

This agenda item will provide the Board with an opportunity to discuss potential policies and strategies around school readiness initiatives.

**STAFF COMMENTS AND RECOMMENDATIONS**

The following are statutory sections of Idaho Code which are provided as background information:

- Section 33-201, Idaho Code, defines school age as residents of Idaho between the age of 5 and 21, with the exception of children with disabilities who qualify for special education and related services under the federal

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**FEBRUARY 14, 2019**

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Individuals with Disabilities Education and Act. For children with disabilities, school age is defined as beginning at the age of 3. This section of code limits public schools to providing services to “any acceptable person of school age.” Children under the age of 5 are not allowed to enter kindergarten. Children under the age of 6 are not allowed to enter first grade (unless the child has completed a private or out-of-state kindergarten).

- Section 33-512, Idaho Code, assigns local Boards of Trustees the duty “to exclude from school, children not of school age.”
- State public school funds may only be used for children of school age.
- Section 33-202, Idaho Code, provides that school attendance is compulsory only for students ages 7 to 16. Children within this age range are required “to be instructed in subjects commonly and usually taught in the public schools of the state of Idaho.”
- Section 33-208, Idaho Code, provides that kindergarten is optional.

The above statutory framework creates barriers which limit the ability of public schools to collaborate with local community organizations to provide services to help students prepare for entering the public schools when those students do not meet the definition of school age. The current state public school funding model provides funds to school districts based on average daily attendance. Kindergarten students are funded at a half-day.

Historically, the majority of Idaho public school students enter Idaho’s public schools as kindergarten students. Approximately 8% of students enter in first grade. Approximately 6% enter public school for the first time as second graders. In the current school year, Idaho public schools enrolled 21,496 kindergarten students, 22,364 first graders and 22,651 second grade students. For the 2017-2018 school year 50% of the students in kindergarten scored below grade level on the fall administration of the Idaho Reading Indicator (legacy IRI).

**BOARD ACTION**

This item is for informational purposes only.

Early Childhood  
Education  
2019

*Beth Oppenheimer*  
Executive Director  
Idaho AEYC



Idaho Association for the  
Education of Young Children



Idaho Association for the  
Education of Young Children

**All Children Thrive!**

Idaho AEYC works to advance the early  
learning profession and advocate for children  
ages birth to eight, families and those who  
work on behalf of young children.

## Impacts of Early Learning

- Students who are behind, stay behind
- Student who start K behind have less than a 12% chance of attending a 4 yr. university
- Students who need remediation are twice as expensive to educate
- Fostering essential reading and math skills is 10 times less expensive from birth – age 5 than from K – 5<sup>th</sup> grade



## Where Idaho Stands

**147,928** = Number of children under 6

**56%** = all available parents in the workforce

**38%** = live in low income families

**68%** = 3- and 4- year-olds are not attending preschool



## Idaho's Challenges

~50% of Idaho's children enter kindergarten not ready

1 of 6 states that does not invest in preschool

Cost of child care/preschool – more than college

Average cost of child care/preschool (4 yr. old) =  
**\$6,430**

Child Care licensing is 52<sup>nd</sup> in the country



## History

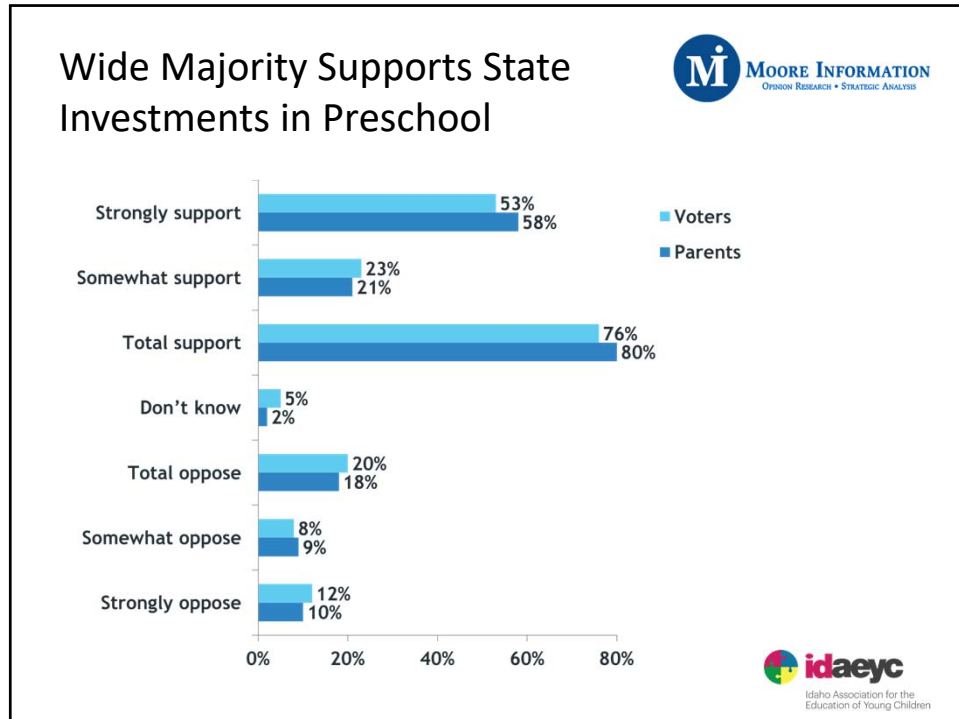


Advocacy for state investment  
in Early Childhood Education

Pilot legislation & other various  
versions

Statewide Poll





## ISBA Resolution

- Amending school age in Idaho Code from five (5) to four (4)
- Allow flexibility for local districts and charter schools to use state dollars in supporting children entering kindergarten
- No dollars attached to changing code
- Not compulsory to use funds to serve four (4) year olds
- Submitted by Boise School District, Homedale School District and Caldwell School District
- Supported by ISBA membership at state convention

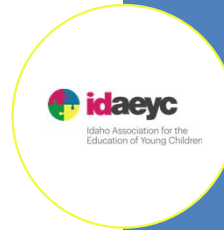


## Idaho School Readiness Act

### Background

Coalition of partners:

- Idaho AEYC
- Idaho Business for Education
- Idaho Voices for Children
- Head Start Association



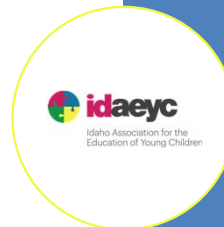
## Idaho School Readiness Act

### Intent

- Provides choice to parents
- Builds more access to high quality early learning programs

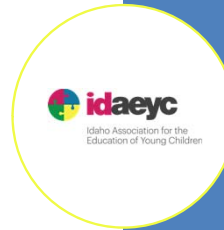
### Highlights of the Act

- Voluntary
- 4 year olds
- Home based and out of home based options



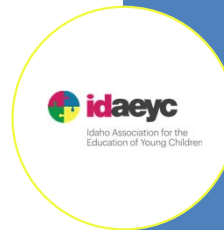
## Out of Home Option

- Local collaborative model
- Programs must meet quality standards
- Parent engagement
- 50/50 state/local funding match



## In-Home Option

- Home based educational technology
- Home visitation program





## Early Literacy Funding

- Governor Little's proposal for K-3 literacy funding = \$26M
- How this impacts early learning



Looking Forward

## Preschool the Idaho Way





Thank you for being a champion for  
early learning!

Beth Oppenheimer  
Executive Director  
Idaho AEYC  
[boppenheimer@idahoaeyc.org](mailto:boppenheimer@idahoaeyc.org)

**IDAHO PTECH**

**SUBJECT**

Idaho PTECH: Lessons Learned

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1212A, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Workforce Readiness.

**BACKGROUND/DISCUSSION**

Idaho PTECH served as a bridge between high schools, postsecondary schools, and employers, seeking to build a talent pipeline of qualified incoming workforce members. Its active phase was from 2014-2018. PTECH will share some of the lessons it learned during this phase which will hopefully provide insight from the field for the State Board as the Board implements Strategic Plan Goal 3: Workforce Readiness.

**IMPACT**

Idaho PTECH will share with the Board lessons learned that may influence the Board's implementation of its college and career readiness goals across Idaho.

**ATTACHMENTS**

Attachment 1 – Idaho PTECH Final Report

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Pathways in Technology Early College High Schools (PTECH) Network, started in 2014, was originally inspired by a program started in New York. The New York model partnered with the New York City Department of Education, IBM, and the City University of New York to bring public education and industry closer together. The JA and Kathryn Albertson Foundation issued a request for proposals (RFP) based on the idea. The RFP challenged Idaho educators to develop an Idaho version of the program that would address Idaho's unique needs challenges. Idaho PTECH founders Alan Millar, Deb Pence and Molly Huckaby were awarded the grant and set to work on packaging college and career opportunities across Idaho's geographically diverse landscape.

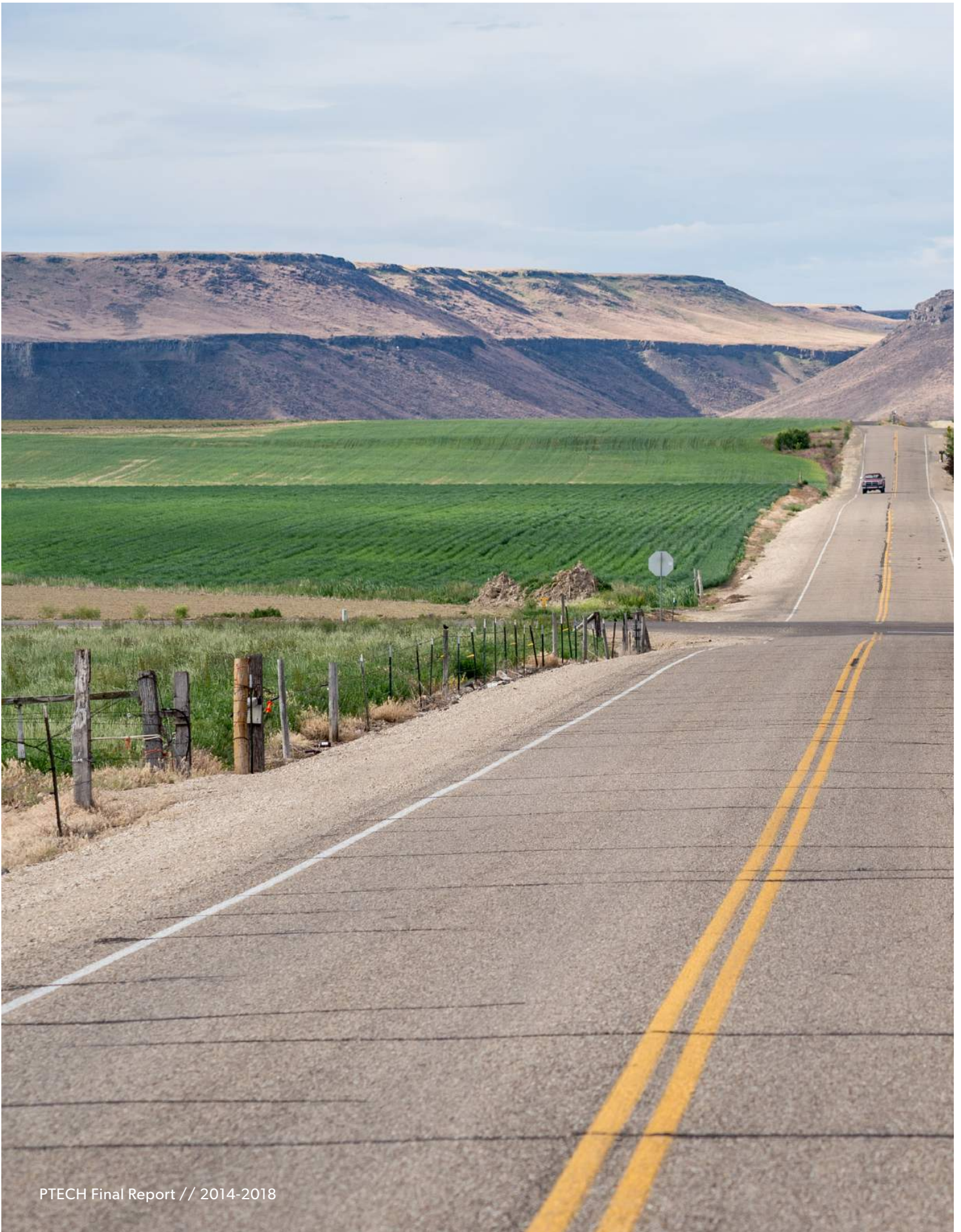
**BOARD ACTION**

This item is for informational purposes only.









PTECH Final Report // 2014-2018



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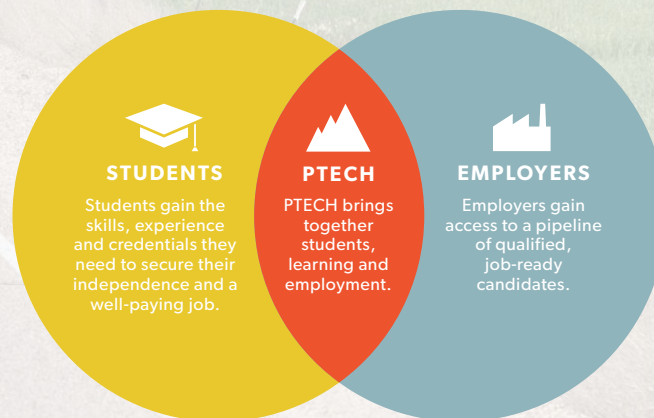
## INTRODUCTION

Idaho PTECH opened its doors in 2014 as one solution to the widening gap between education and industry in Idaho. From 2014 to 2018, PTECH offered over 800 high school students career exploration and training opportunities.

By connecting the dots between student and employer needs, PTECH aimed to put successful careers within reach of Idaho students while helping Idaho employers find the right candidates to fill high growth, high demand jobs.

Although the PTECH program is no longer in operation, the model, student success stories, and lessons learned may help others as they build similar workforce development or career exploration programs in the future.

*PTECH will continue to serve a small number of students through June 2020 as they work to complete their postsecondary programs. PTECH was generously funded by the J.A. and Kathryn Albertson Family Foundation, with additional funding provided through a Federal Apprenticeship Grant and Western States CAT.*





## PTECH HISTORY

**IDAHO PTECH {P-TEK} FIRST OPENED ITS DOORS** as a pilot program in September of 2014, and was modeled after a program of the same name in Brooklyn, NY. That program involved one employer, IBM, who partnered with a nearby school to create a talent pipeline of future employees. Idaho PTECH adapted this idea to meet the needs of Idaho's uniquely rural landscape, and partnered with a diverse group of Idaho companies to offer three distinct career pathways in Idaho's most in-demand job industries: Technology, Aerospace/Advanced Manufacturing, and Healthcare.

**The goal was simple:** to connect education and employment by listening and acting on the needs of both students and employers, thereby putting successful careers within reach of students and helping Idaho employers find the right candidates to fill high growth, high demand jobs.

To begin, PTECH built a brain trust of people from across Idaho, including educators, workforce development coalitions, legislators and Idaho employers to help inform the program design. IDEO, an expert design team out of San Francisco, followed students through their daily lives, conducted focus groups, interviewed parents, surveyed employers and spent hours developing the program model that would aim to build the future of Idaho's workforce.

The target student audience was defined as the "middle 50" - not necessarily at the top of the class but also not failing. These were typically B or C students, liked working with their hands and solving problems, and did not have a plan after high school. Students were nominated by teachers or counselors to apply for the program.

In spring of 2014, enrolled students selected one of the three career paths and set off on their journey toward becoming job-ready. This included receiving a laptop to use while in the program, individualized virtual coaching, employer tours, and access to a postsecondary education beginning in high school, with the goal being to earn a technical certificate or an Applied Associate Degree. This was all at no cost to the students or their families.

As PTECH grew and learned what resonated with students, the program adapted. Students wanted the opportunity to explore all kinds of future careers. So, in 2016, PTECH added additional career exploration opportunities, not limited to the three original pathways. Students also began engaging with Idaho employers more through conferences, camps, experiential learning opportunities, job shadows and internships.

From fall 2014 to spring 2018, 807 students enrolled with PTECH. More than 900 additional students also expressed interest in PTECH. PTECH's first group of students reached project maturity at the end of the 2016-2017 school year with 10 graduates. At the end of summer 2018, an additional nine students earned their PTECH pathway associate degrees or technical certificates, resulting in 19 total students finishing their PTECH pathway through postsecondary completion as of spring 2018. Approximately 40 students continue their postsecondary path as part of the Legacy group; their scholarship and coaching support continues through June 2020. PTECH ceased all other operations on June 30, 2018.

### IN THEIR OWN WORDS

*"This is a great program, especially in rural areas where educational opportunities are not around. Many young people benefited by being able to get a certification and training to qualify them for a better than minimum wage job right out of high school."*

- PTECH PARENT

## STUDENT SUCCESS STORIES

**AS THE PTECH PROGRAM EVOLVED**, one thing remained constant: PTECH's commitment to delivering a quality student experience. Whether it was helping students find their passion, supporting them through their first year at community college, or connecting them to potential job opportunities, hundreds of students were forever changed because of their time spent in the PTECH program. Here are a few of those students.



**BRANDON**

**Hometown:** Sandpoint, ID  
**Area of Interest:** Information Technology  
**Career Goal:** Robotics & Embedded Systems Engineer  
**School(s):** Forrest Bird Charter School, North Idaho College (NIC)  
**Certificate or Degree Completed:** Computer Information Technology Technical Certificate, North Idaho College, 2017  
**After PTECH:** University of Advancing Technology, Phoenix, AZ

*"When it comes to a career in technology, it is extremely important to become a member of the community. PTECH helped bring me that experience."*



**AVERY**

**Hometown:** Marsing, ID  
**Area of Interest:** Healthcare  
**Career Goal:** Nurse  
**Activities:** Saint Alphonsus Medical Assistant Externship  
**School(s):** Marsing High School, College of Southern Idaho  
**Certificate or Degree Completed:** MA Certificate, NW Laser Institute Medical Assistant Program, 2018  
**After PTECH:** Medical Assistant at Boise Kidney & Hypertension; Plans to attend Boise State University nursing program

*"I completed my program and LOVED every minute of it!"*

**ZIA**



**Hometown:** Kuna, ID  
**Area of Interest:** Aerospace/Advanced Manufacturing  
**Career Goal:** Astronautical Engineer  
**Activities:** Aerospace Camp, 2016 and 2017  
**School(s):** Kuna High School, North Idaho College, College of Western Idaho, Northwest Nazarene University  
**After PTECH:** University of Idaho, Mechanical Engineering and Materials Science & Engineering

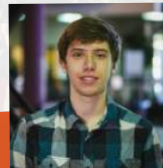
*"I am really thankful for the opportunity that PTECH gave me. Without it, there would be no way that I could double major in two engineering disciplines, and I would just have a harder time reaching my goals."*

**JIMMY**



**Hometown:** Sagle, ID  
**Area of Interest:** Information Technology  
**Activities:** Kochava internship, T-Sheets internship  
**School(s):** Idaho Distance Education Academy, North Idaho College  
**Certificate or Degree Completed:** Computer Information Technology AAS, North Idaho College, 2017  
**After PTECH:** Boise State University

*"From financial assistance to coaching, PTECH prioritized my goals and worked with me to figure out how I could best achieve them. Every job I've had since high school has directly or indirectly been a result of PTECH."*



**ANDREW**

**Hometown:** Sandpoint, ID  
**Area of Interest:** Information Technology  
**Career Goal:** Game Art & Animation  
**Activities:** Hackfort  
**School(s):** Forrest Bird Charter School, North Idaho College, College of Southern Idaho  
**After PTECH:** University of Advancing Technology, Phoenix, AZ  
*"I love you all! Thanks for helping me along my way. I will never forget my experiences with PTECH."*



## ANALYSIS 2014-15

**PTECH BEGAN ENROLLING STUDENTS** in fall of 2014. Students came from a select number of partner schools in rural communities and had to be recommended by their school counselors to join. Students typically represented the "middle 50%" student population and indicated an interest in pursuing a career path in Technology, Aerospace/Advanced Manufacturing, or Healthcare.

### Recruitment

Students were introduced to PTECH through recruitment events at their school. PTECH staff held informational meetings or conducted presentations to get students excited about the opportunity. Once a student showed interest in the program, they were invited to attend an informational meeting along with their parents. Paper forms were used for enrollment. Students were offered pathway planning, dual credit courses (before they were fully paid for by the State's Fast Forward Program), a personal computer, and a guaranteed PTECH pathway postsecondary scholarship, all at no cost to them or their parents.

### Partner Schools

PTECH started with six partner schools in fall 2014 and added an additional two schools in spring 2015. PTECH had a formal Memorandum of Understanding with the schools, granting access to students and their academic records. Schools each had a designated PTECH Facilitator who was paid a small stipend to act as a liaison between the PTECH staff and students. North Idaho College and Idaho Digital Learning Academy collaborated with PTECH to develop the right mix of dual credit online classes to support the three career pathways. In some cases, special courses were created just for PTECH students.

### Field Trips

A cornerstone of the PTECH program, field trips gave students the ability to explore a future career first-hand. Students could visit employers, postsecondary schools, and job fairs where they learned about potential careers and the education or training required to work in those jobs. Students attended trips in their pathway and PTECH relied heavily on schools and PTECH facilitators to communicate opportunities and deadlines, collect permission slips, and encourage participation. As a result, the level of school support drove student participation. Field trips introduced students to their future career pathway, familiarized them with the work environment, and left them excited about their goals.

## SUMMER OF '15

### AEROSPACE CAMP

Students spent two weeks at North Idaho College in Coeur d'Alene visiting employers, enjoying campus activities, and earning college credits through coursework.



### BEATING THE ODDS SUMMIT

Two PTECH students applied and were selected by the White House to attend the summit as part of First Lady Michelle Obama's Reach Higher Initiative, which brought high school students from across the country to share tools and strategies for overcoming obstacles to higher education.



### PLAYTECH: A GAMECHANGER

OneStone hosted an immersive two-day experience for students interested in gaming and coding. The event featured leadership and teamwork sessions, round table discussions with local tech professionals, and technical skills training.

In March 2015, five PTECH students attended Hackfort, a Boise-based technology conference for students and tech professionals. This would become an annual event as it proved to be an engaging way for students to experience hands-on learning and build their personal and professional networks.

### Coaching

Students received access to a virtual coach who provided one-on-one guidance in selecting courses and aligning their career plan, assessing academic aptitude, and building soft skills. Coaching was provided through a partnership with InsideTrack, a company that offers coaching to high school and college students nationwide. InsideTrack served as a valued partner for PTECH from the program's inception, helping with programmatic design and continually refining and adjusting the coaching role. The role of the PTECH Coach was new for high schoolers and was meant to be an additional, neutral support system for students to help them navigate through academics, career goals, life and of course, PTECH.



Initially when students enrolled in PTECH, they were assigned a PTECH Coach with whom they were required to meet twice per month. Coaching meetings were student-led, and students could talk about subjects that were important to them. Coaches often helped students identify and make plans to meet goals while assisting students to strategize ways to overcome obstacles. Some students were engaged in coaching and enthusiastic about their meetings while others were not. Students who consistently participated in coaching indicated that it was a highly valuable part of their PTECH experience.

During that first year, more than two dozen Idaho companies and governmental agencies partnered with PTECH. Some provided tours or other learning experiences for students while others gave valuable feedback on their workforce needs and helped inform the development of the program. PTECH also engaged with the State of Idaho's Professional Technical Education division (later changed to Career and Technical Education – CTE) to create additional collaborations and later, to help inform the Governor's Workforce Development Task Force recommendations.

### QUICK FACTS



2014-15 ENROLLMENT:

**104 STUDENTS**



ATTRITION RATE OF 2014-15 COHORT:

**79%**



COST PER STUDENT:

**\$8,000**

### Where Are They Now?

Ten students from the original 2014-15 cohort who enrolled as high school freshman were still enrolled with PTECH at the end of June 2018. Six of these students had recently graduated from high school and were beginning their postsecondary programs; four others continued on in their postsecondary programs.





## ANALYSIS 2015-16

**PTECH ADDED NEW STAFF FOR THE 2015-2016 SCHOOL YEAR:** two Regional Coordinators, an Academic Programs Manager, and a Director of Strategy and Operations. The Director of Student Pathways resigned, as did the College Liaison. Based on feedback from industry partners, PTECH shifted its focus toward meeting the demands of industry by emphasizing soft skills, certifications, and technical skills. An orientation, structured like a mini-conference, kicked off the academic year for returning PTECH students.

### Partner Schools and Recruitment

An additional seven schools joined the program, for a total of 15 PTECH partner schools at the beginning of the year. Two more schools officially joined mid-year, bringing the total to 17 schools, with another four expressing interest. Partner schools each had a designated PTECH Facilitator who received a PTECH stipend that increased as student enrollment grew. The new coordinators took over student recruitment, which typically involved multiple presentations throughout the school day in a classroom or assembly format. Recruitment presentations focused on the program overview and benefits while addressing the importance of job readiness.

PTECH supplied enrolled students with branded gear such as trucker hats, high-quality backpacks, pens, notebooks, water bottles and other items to encourage enthusiasm in the program and draw attention from other prospective students. Recruitment targeted sophomores, headed into their junior year. Enrolled students also received personal computers to use for schoolwork, job research, and virtual coaching meetings.

### Program Highlights

Program participation increased due to the Regional Coordinators' regular presence on the high school campuses. Field trip participation helped gauge interest in pathways and the PTECH program as a whole. More emphasis was put on soft skill development. Regional Coordinators had an assortment of field trips arranged, occasionally taking day trips across the state to visit new areas and industry partners.

2016 saw more technology-focused camps like Hackfort and Summer of Code in addition to another Aerospace Camp and the White House Higher Education Summit. At Hackfort, students from northern and southern Idaho came together in Boise during the city's annual Treefort Fest, where they had VIP access to workshops, presentations, and networking events revolving around technology in Idaho. Enthusiasm and engagement were high throughout the two days. Summer of Code, also held in Boise, stemmed from the Khan Academy's coding campaign. Students practiced coding at their own pace while also connecting with instructors and real-world applications by visiting employers and schools.

### Academics

Students continued meeting with the academic advisor once a semester for course planning and registration. Program participation required dual-credit coursework, with continued focus on the three original pathways: IT, Healthcare, and Aerospace/Advanced Manufacturing. Postsecondary institutions and IDLA continued to provide PTECH-specific cohort sections of courses. PTECH and Lewis-Clark State College joined forces to offer students the Web Development program, with PTECH specific sections available for students across the state. This gave students anywhere in Idaho the ability to pursue an IT program, and the entire Web Development AAS could be completed online.

#### IN THEIR OWN WORDS

*PTECH gave me skills that have helped me immensely in pursuing my goals, like time management, scheduling, completing a resume, and a better understanding of Idaho industries.*

- PTECH STUDENT

The PTECH academic advisor kept reports on student success in dual-credit classes and regularly contacted students, parents, and teachers if a student was failing or needed attention. PTECH Coaches provided support to help motivate students through their coursework, while Regional Coordinators visited students who were struggling. Student grades in their pathway specific courses were monitored, and academic interventions were sent out by email to any student who had fallen below a 70%. This method of academic support proved to be inconsequential to the final outcome of the class.

### Specialized Training

Beginning in 2015, PTECH offered experimental short-term training programs for students not enrolled in the regular PTECH program. These offerings targeted graduating seniors and were intended to meet immediate employment needs of both students and employers. While these programs were encouraged by specific companies, there was no financial support from them.

The first of these projects took place over the summer of 2016 with a manufacturer in North Idaho. Graduating seniors from local schools were recruited to participate in a four-week training that would prepare them for an assembly job. Training, conducted in partnership with the North Idaho College Workforce Development Center, included technical content as well as job-readiness instruction. This training did not qualify graduates for increased wages upon hire.



### PTECH Partners

At the end of the year, 39 businesses designated their support for PTECH by signing partnership agreements. Another eight industry-based organizations signed support statements. These partnerships played a key role in PTECH's plan to produce a talent pipeline for employers, while employers provided verbal support of PTECH and/or opportunities for PTECH students to engage with employers. It was hoped that these partnerships would lead students to jobs and employers to a job ready candidate pool.

PTECH engaged in discussions with Idaho's Career & Technical Education (CTE) division regarding the development of "PTE Digital" – a series of entry level courses that would be available statewide for CTE students. This effort led to a financial award from the Federal Apprenticeship Grant in 2016, for which PTECH's Industry and Community Relations Director worked to develop apprenticeship opportunities throughout the state.

### QUICK FACTS



2015-16 ENROLLMENT:

**225 STUDENTS**



ATTRITION RATE OF 2015-16 COHORT:

**76%**



COST PER STUDENT:

**\$5,800**

### Where Are They Now?

Thirty of these students had plans to pursue a PTECH-supported, postsecondary program in fall 2018.





## ANALYSIS 2016-17

**IN FALL 2016, EFFORTS SHIFTED AWAY FROM THE TRADITIONAL PTECH PATHWAYS** into broader career exploration and general job readiness. Industry feedback dictated that entry level employees lacked essential workplace skills, regardless of their academic achievements. PTECH recognized two significant things: its original model was not scalable and students' career interests extended beyond the three limited pathways. Staffing changed slightly as the Director of Strategy and Operations resigned.

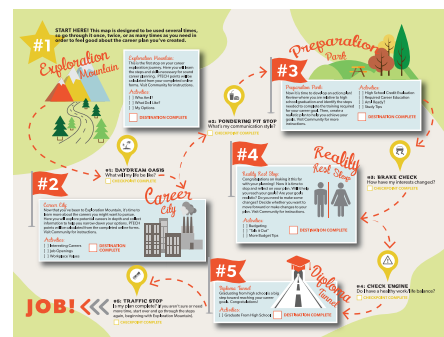
### Recruitment

Recruitment shifted to reflect these changes. PTECH opened participation up to any Idaho student, regardless of their school affiliation. Student recruitment efforts ramped up and four more schools became loosely affiliated with PTECH, bringing the total to 17 partner schools and eight additional interested schools, for a total school base of 25. This was the final year that partner schools received Facilitator stipends. PTECH started placing less importance on dual-credit classes and more on the exploration aspect of visiting employers, attending conferences, working with coaches, and using online resources. Some computers were available for students, but the practice of assigning all students a laptop ceased.

PTECH changed to allow any student in grades 9-12 throughout the state to enroll. It also changed from physical paper enrollment forms to online applications and electronic signatures. Parent meetings were no longer held. Presentations to students were predominantly held in public school classrooms and auditoriums.

### Career Map

PTECH unveiled a Career Map and an online student platform – a cross between Facebook and LinkedIn called Community – at the beginning of the school year. Map destinations like Exploration Mountain, Career City, Preparation Park, and Reality Rest Stop encouraged career exploration without limiting students to any specific pathway. Journeying through each stop allowed students to learn about themselves and their interests, aptitudes, and available careers. It also helped them develop a career plan. Coaching was embedded in the route. Students earned PTECH Points along the way, which they could cash in for prizes. A second version of the map was released in December 2016.



### Student Conferences

At the beginning of the year, students attended a mandatory professional-style conference hosted by PTECH where they received the first version of the map with an online version available in Community. The conference featured a keynote speaker and guest speakers taught workshops on topics ranging from financial literacy to interview skills. Industry partners served on discussion panels, answered myriad student questions and hosted vendor booths. Students used this time to network and form new professional connections.

### IN THEIR OWN WORDS

*Without this program I never would have been able to expose my students to college and career facility tours and experiential learning opportunities. It is a huge value to have students hear the importance of soft skills development from employers.*

- IDAHO TEACHER



A second conference called "All Pathway Day" was held in December of that year. It emphasized job preparation through a life-sized game called Life-X. OneStone, a nonprofit, student-led organization, created and led the game while PTECH staff oversaw the breakout sessions. Despite some weather-related challenges, the events saw students interact deeply with the content and each other; they left encouraged and excited about their futures.

### Field Trips

As students earned more PTECH points, they unlocked the ability to attend more diverse and focused field trips and experiences that reflected their involvement in the career planning process. While school staff support and encouragement helped increase attendance on trips, PTECH started placing less reliance on schools and used Community as the hub for providing information about field trips and collecting digital permission slips.

### Coaching

As the PTECH program evolved, so did coaching. Coaching was no longer a monthly requirement for enrolled students but instead contingent on students' progress through the Career Map. As students progressed through activities in the Career Map, they were required to meet with a coach at certain points to discuss and solidify learning. If students didn't actively engage with the Career Map, the coaching meetings could be minimal or non-existent.

### Experiential Learning

PTECH took 15 students to Hackfort in spring 2017, where they engaged with industry personnel and networked with other tech-minded students. Six students attended another Aerospace Camp in Coeur d'Alene. Students didn't take an official college class at this camp, but participated in a number of hands-on aerospace building activities.

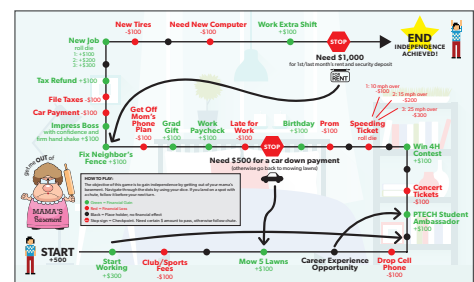
During the same summer, PTECH also organized a Diesel Tech camp in partnership with Western States CAT in Meridian, ID. Students spent three days learning skills to help them be successful as diesel mechanics in addition to touring relevant companies like Western States CAT and Rekluse Manufacturing. In summer 2017, PTECH also hosted a Construction Camp, in which four students built a tiny house from start to finish.

## LET THE GAMES BEGIN

### MAMA'S BASEMENT

In spring 2017 an original interactive game called *Mama's Basement* was developed by PTECH staff and added into recruitment presentations. The game humorously taught students the importance of preparing for life after high school and the impact of everyday expenses. The ultimate goal was to achieve financial independence and no longer live in "Mama's basement."

The game was well received by students and faculty. One school created a full day, school-wide event around the game, where students played a live-action version with a staff member playing "Mama."





## ANALYSIS 2016-17

### Where Are They Now?

PTECH students moved forward into their intended postsecondary career path at a rate of 30% (70% attrition rate). Spring 2017 saw the first year of PTECH students reach the point where they could have completed the full PTECH pathway. Ten students from the original cohort graduated, through completion of a technical certificate or AAS degree.

- Seven of those students followed a Technology pathway
- Two pursued Healthcare
- One graduated in Aerospace/Advanced Manufacturing



### 2016-17 QUICK FACTS



2016-2017 ENROLLMENT:

**194 STUDENTS**



TOTAL ATTRITION RATE:

**53%**

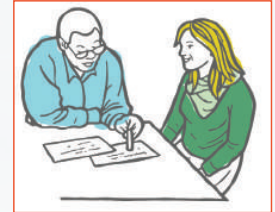


COST PER STUDENT:

**\$4,000**

### Academic Advising

The academic advisor continued to meet with the original pathway-focused (Legacy) students once per semester to help them plan their academic route. No longer required, fewer students took dual credit coursework.



### PTECH Partners

Industry partners engaged with students through activities, field trips, and conferences. Human resource personnel seemed particularly willing to meet and interact with PTECH students. Those who participated in conferences noted the students' level of preparation and interest being higher than that of their peers. One partner contributed \$10,000 to PTECH; other partnerships continued to hinge on general good will and encouragement without a financial contribution.

PTECH engaged in discussions with Idaho's Career and Technical Education (CTE) about providing career exploration services to CTE students. While there was a strong effort to recruit students already in CTE pathways throughout the state, this effort ultimately dwindled.

In June 2017, the Governor's Workforce Development Task Force issued its final report. It urged several key actions that directly aligned with PTECH's focus. The Task Force hired staff and formed several subcommittees to find actionable solutions and achieve goals related to:

- Connecting Education to Careers
- Strengthening Career Advising
- Workforce Readiness
- Apprenticeships

Toward the end of the 2016-2017 school year, PTECH began exploring the idea of Social Impact Bond (also known as Pay for Success) funding as a means for longer term sustainability. PTECH contracted with a consultant to conduct a feasibility study.



ANALYSIS  
2017-18

**THE NORTH AND SOUTH REGIONAL COORDINATORS WERE PROMOTED** to Regional Managers, in anticipation of hiring more coordinators to serve an increased student population. PTECH also added its first in-house coach in July 2017 and four staff members underwent intensive coach training, directed by InsideTrack. Coaching was moved in-house to allow for an increase in student enrollment and provide a significant cost savings.

### Recruitment

Based on a board feedback regarding the high cost per student, PTECH set out to increase participation numbers. In summer and fall of 2017, recruitment became the top priority. In an effort to reach all Idaho high school students regardless of location, PTECH launched a statewide media campaign with the help of Drake Cooper, a local advertising agency. Students from new areas in Idaho signed up for PTECH.

To complement the media campaign, PTECH staff created event booths with interactive experiences to encourage sign-ups. These events took place at the X-Games in Boise, the North Idaho Fair in Coeur d'Alene, the Western Idaho Fair in Boise, and Manufacturing Day in Nampa. Recruitment at these combined efforts led to 818 online requests for more information, but the rate of return on investment led to a suspension of the campaign. By fall 2017, PTECH returned to school-based recruitment.



Presentations, still conducted on school campuses, focused on real-world readiness and workforce demands, highlighting the importance of awareness and exploration while in high school. Between June 2017 and December 2017, total student prospects increased from 600 to 929. This was an increase of over 50% from the previous three years' combined total. Actual enrolled students numbered 570 at the end of January 2018.

### Program Adjustments

With a streamlined admission process, students could instantly join PTECH without parental consent through an online form. When students wanted to engage in coaching or live events, parental consent was required. New schools heard about PTECH through conferences or from other teachers. Fourteen new schools became informal partners, bringing the total number of schools involved with PTECH to 39. Many requested student presentations, but recruitment efforts ended in December 2017.

Enrolled students received branded swag, access to Community and the Career Map, and the opportunity to earn more prizes as they earned PTECH participation points. These continued to be earned through career exploration activities (map participation), coaching, demonstration of soft-skills, event attendance, and Community activity. PTECH Regional Managers met with students on campus when possible, often hosting informal "PTECH Lunches." Students were encouraged to find their right career fit, while broad career exploration, with a soft focus on the original, high-growth industries, was emphasized.





## ANALYSIS 2017-18

### Conferences and Field Trips

Students were invited, but not required, to attend one of three PTECH Live! Conferences in fall 2017 to “learn how to PTECH.” Designed to help students maximize their PTECH experience, the events had a dismal attendance. Low turnout was credited to the fact that the event was held on a Saturday, attendance was optional, and support from school staff was inconsistent.



Field trips remained a key element in career exploration. In December of 2017, PTECH offered its first virtual tour of a veterinary office, which 180 students and school staff attended. Students and staff gave positive feedback, commenting on the ease of attendance without having a negative impact on the schedule for the academic day. The trip was recorded and posted for viewing on Community for students who could not join live. Subsequent virtual trips were offered throughout the state.

### Changes Ahead

Major staff changes occurred in October when the Director of Youth Engagement and Operations resigned and the Academic Programs Manager assumed the position of Program Director. Academic advising for Legacy students continued in fall 2017. Pathway-specific course participation decreased significantly after it was no longer required, notably in fall 2017 and spring 2018. The lack of available pathway-specific courses also contributed to the decline in dual-credit course enrollment; many students who had been with PTECH for several years had already taken all the available pathway-specific courses offered online or at their schools.

A dramatic shift in the program occurred in December 2017, when PTECH learned that its daily operations would be ceasing at the end of June 2018, due to a loss of funding. Legacy students would continue in their supported pathways through June 2020. The loss of funding occurred just as PTECH had hit its stride with recruitment and was on track to have more than 1,000 students enrolled in spring 2018.

### Job Ready Mentorship

In an effort to provide the maximum benefit for remaining students prior to June 2018, PTECH brought several long-standing goals together to create a Job Ready Mentorship (JRM). A mobile app, rather than a web-based platform (Community), was used to engage students. Through a partnership with InsideTrack, PTECH customized and used their uCoach app to capture the essential elements of PTECH participation: soft-skills acquisition, self-exploration, career exploration, creation of a career plan, field trip and conference participation, and coaching.



Rather than voluntary, open-ended participation, the JRM had a start date and an end date, with a scheduled series of “nudges” from the coach to encourage participation. Students pursuing a full-time postsecondary program in fall of 2018 who completed the JRM at 80% or higher and submitted a complete career plan were then eligible to apply for a PTECH Job Ready Scholarship at the end of the semester.

These scholarships were the first awards made by PTECH that were not directly tied to the original three pathways. Awards were \$4,000 each and counted as a matching scholarship for the Idaho Postsecondary Credit Scholarship through the Idaho State Board of Education.

## ANALYSIS 2017-18

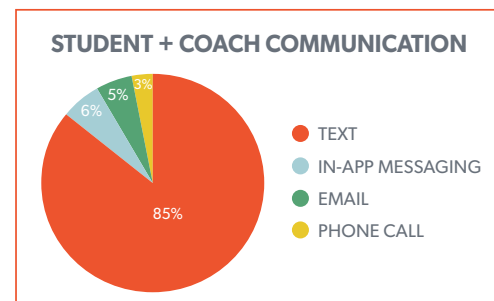
PTECH staff invited students to participate in the JRM by using a “coaching arc.” All presently enrolled students received the invitation, which was sent by letter, email, text, and phone call. Students responded at a higher rate when they received texts and phone calls. Of the 570 students enrolled in PTECH at the beginning of the JRM recruitment, 114 accepted the invitation to participate in the Job Ready Mentorship.

The JRM culminated in a conference, held in both North and South Idaho. It featured a keynote speaker who focused on talent-stacking. This was followed by staff-led sessions focused on soft skills (networking, choosing a mentor, communication, personal branding) and then culminated with a panel of Human Resource professionals who answered a series of questions and led break-out group mock interviews.

The JRM ended on April 30, 2018, with 15 of the original 114 students completing the JRM at 80% or higher. Eleven of these students applied for, and received, a PTECH Job Ready Scholarship.

### Lessons Learned from the Job Ready Mentorship

Students completed activities based on nudges, significant incentives, face-to-face opportunities, and deadlines. While this finding supports common-sense logic, having the evidence to show this truth can guide future programming. Students did not complete activities based on minor incentives, like swag (no matter how good it was) or based on simple intrinsic personal value inherent in the activities (e.g. the “because it’s good for you” reason). Activity spikes occurred in direct relation to more significant incentives like scholarships and opportunities for face-to-face interactions (field trips/conferences), as well as the looming final deadline. Students significantly preferred in-app or text messaging to phone calls and emails.



### PTECH Partners

PTECH continued to speak with CTE and the Workforce Development Council Outreach Committee, serving as a resource as the council and its members aimed to find ways to reach high school students and connect them to employment opportunities with Idaho employers.

### Where Are They Now?

Legacy students moved from secondary to postsecondary training at a rate of approximately 30%. By spring, seven students completed the full technical certificate or associate degree pathway. Four 2018 graduates pursued Aerospace/Advanced Manufacturing and three pursued Healthcare.

On June 30, 2018, PTECH ceased its daily operations. From July 1, 2018 to June 30, 2020, PTECH will continue to serve its Legacy students as they move forward through their PTECH supported postsecondary programs. As of September 2018, 40 students continued on to pursue their futures in the Healthcare, Aerospace/Advanced Manufacturing and Technology pathways.

### 2017-18 QUICK FACTS



2017-2018 ENROLLMENT:

**512 STUDENTS**



COST PER STUDENT:

**\$3,200**



## LESSONS LEARNED

### Programs

PTECH's mission, "to bridge the gap between education and industry by providing students with the credentials and skills needed to secure a well-paying job in Idaho's high growth industries while giving businesses access to a qualified pipeline of employees" provided a lofty goal, and reaching it proved to be challenging. The program ran more like an experimental project, with frequent pivots in direction. These program iterations were a result of feedback from students, schools, the primary funder, Idaho businesses, and shifting staff priorities.

**LESSON LEARNED:** *Initial planning and adherence to the planned program are critical for engagement, longitudinal data, and determination of outcomes.*

The program, as it was designed initially, required significant time (minimum 6 years) to see all original enrollees through completion of the program.

**LESSON LEARNED:** *Plan project duration and metric evaluation with a realistic time frame.*

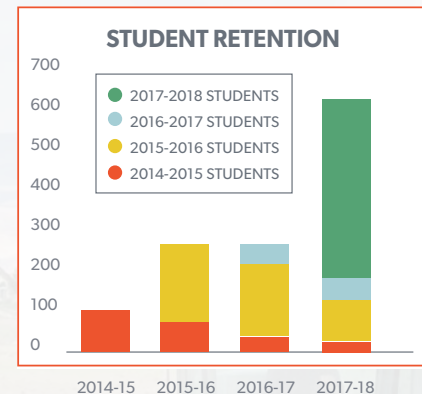
### Students

Working with youth provides many challenges and opportunities. As students mature, they determine what they do and don't want to do with their futures.

**LESSON LEARNED:** *Avenues for students to explore paths and make adjustments to plans need to be incorporated into any career discovery process.*

PTECH initially offered only three career pathways. While this served the needs of specific industries, schools and students found the choices limiting.

**LESSON LEARNED:** *Recognize that students of this age are in an exploratory phase and structure a program accordingly.*



Students' participation in most PTECH activities was optional and not tied to promised rewards. There were some students who never engaged consistently but received the benefit of the postsecondary scholarship.

**LESSON LEARNED:** *If the program's design leads to desired outcomes, students must participate in order to gain the maximum benefit. This will also lead to better data on the efficacy of the program.*

Younger students need to engage in self-exploration and broad career pathway research. PTECH enrolled students as young as eighth grade. Older students find value in looking at viable career options.

**Lesson learned:** *Tailor activities and expectations to the students' needs and cognitive maturity levels.*

Students love technology. PTECH tried to accommodate that with an online communication platform, however, students responded best after PTECH switched to a mobile app in the final semester.

**LESSON LEARNED:** *Meet students where they are, with the technology they want to use.*

One of the fundamental assumptions made at the beginning of PTECH was that students needed better access to technology to access more educational opportunities. This did not prove to be true, as students did not use their PTECH-issued laptops consistently or well.

**LESSON LEARNED:** *Before providing expensive resources, ensure that they will be used.*

### Schools

PTECH found that small, rural schools proved to be the most nimble, receptive, willing, and excited to engage with PTECH staff and learning opportunities. Larger schools in more highly populated areas tended to either have their own career exploration plans and/or a tightly structured school day that didn't allow for PTECH visits, field trips, or extra activities.

**LESSON LEARNED:** *Understanding the expectations and limitations of all involved parties will lead to more successful relationships.*

Some school staff know their students well and can make wise recommendations for program participation. When a trusted adult encourages a student, the student will often complete an activity.

**LESSON LEARNED:** *Having school staff support proved to be key in the degree of success and student engagement.*



### Stakeholder Engagement:

PTECH formed loose partnerships with employers, higher education, and state entities. Some relationships were formalized with partnership agreements or MOUs. Results of the partnerships generally resulted in verbal support of PTECH and participation in student-focused activities. Anticipated financial support did not materialize.

**LESSON LEARNED:** *Formalize agreements that provide detailed anticipated outcomes before enrolling students.*



### Work Accomplished

As a result of PTECH's four years of student engagement:

- **19** students have technical certificates or college degrees
- **40** more students are enrolled in PTECH-supported postsecondary programs.
- **807** students initiated the career planning process.
- **68.7%** of former students indicated that they had "gone on" to a postsecondary degree or certificate program. *This is 23.7% higher than the state's 2017 Go-On rate of 45%.*
- **95.6%** of current PTECH students indicated that PTECH played a positive role in their career exploration process.
- **64%** of former students learned they "had a choice" in careers because of PTECH involvement.
- **67%** of former students said that PTECH-sponsored field trips had a significant impact on their career planning process.
- **73%** of current students said that PTECH helped them understand how to prepare for life after high school.
- **88.5%** of PTECH parents indicated that PTECH played a positive role in their child's career exploration process.





**91.6%** of PTECH parents indicated that their student's involvement with PTECH sparked a family discussion about the student's future. From that discussion:

- **67.6%** of parents indicated that the student exhibited an increased positive outlook for his/her future plans because of PTECH participation.
- **70.5%** expressed an increased awareness and/or interest in potential career options.
- **88%** of parent respondents would recommend PTECH to another parent.

School staff reported that the top four activities that had significant impacts on student career exploration process were:

- **87.5%** - Meeting with PTECH staff
- **81%** - Field trips/business tours
- **62.5%** - College campus visits
- **50%** - Coaching calls

Additional stats:

- **93.8%** of school staff reported that students displayed an increased hope for the future because of their involvement with PTECH.
- **91.9%** of students indicated in post-field trip surveys that they would not have had access to industry-based field trips without PTECH.
- **100%** of Industry partner respondents indicated that PTECH reinforced the soft skills required by industry on field trips / student tours.

## FEEDBACK

### EMPLOYER PARTNER:

*"Having personally been involved in workforce development issues for a number of years, the Idaho PTECH program is one of the most effective and efficient programs I have observed from the outside. Incredibly motivated staff with outreach to both educators and industry that appears to be far reaching and very successful."*

### PARENTS:

*"Being able to meet and ask questions of professionals in different fields allowed my child to discover what elements of jobs were important to her and what elements fit with her skill set."*

*"PTECH offered [my student] the opportunity to talk one on one with those in the medical field. Discussions with those already in the field she was interested in gave her many insights into the many different options within that field."*

*"[My son's] experience in PTECH has greatly influenced him pursuing his goals. The networking with businesses emboldened him to talk with employers, inventors and professors and colleges. The skills he learned during camps and classes were invaluable. His experience with PTECH encouraged him to pursue learning more about electronics and technology which ultimately thrust him into robotics. We, his parents, cannot thank the PTECH staff enough for all of the opportunities and encouragement that they have provided."*

*"PTECH came along at the right time and gave him a path to pursue that otherwise wouldn't have been offered at the high school. He was already beginning to figure out where his interests were, but PTECH gave him an extra push."*

#### SCHOOL STAFF:

*"PTECH is a program that focuses on the students who have been without an option for post-high-school training for way too long. Focusing positive attention on community college/certificate programs as a REAL option for students is a move in the right direction."*

*"I had many students that were active in PTECH and I loved watching many of them feel a sense of belonging and purpose especially the target group. The opportunities that students were able to participate in were professionally organized and students felt special. All of this created a recipe for success and believing in themselves."*

*"For the kids who participated, PTECH was a game changer. I have seen students who are failing and have no purpose at school be lifted up because of what PTECH can do. If we had more of this kind of program we would see increased interest in kids at school."*

#### PTECH STUDENTS:

*"PTECH has motivated me a lot. If not the program itself, then the people running it. Watching the staff run the program I learned what motivation looked like and I hope that I can someday be that motivated. I love the amount of energy which is put into PTECH, it made the fear of planning the future feel more like a fun afternoon activity. Thank you for all of the time and effort you've put into students like me!"*

*"I really loved my time with PTECH as it allowed me to explore. It provided me a set path that I've continued even after I moved to Oregon. If it wasn't for PTECH, I don't think I'd be the student I am today. I also don't think I'd be as passionate about what I'd like to pursue."*

*"PTECH gives amazing opportunities to discover what you want to do for your career. Even if your path is not supported by them financially, they will point you in the direction that you need to go in order to be successful."*

#### Conclusion

In the end, PTECH's efforts positively impacted a number of Idaho's students and their families, while also further exploring the intricate connection between employment and industry, the state, the education system, and Idaho's future workforce. It is the PTECH staff's hope that this important work will be carried on in our state or perhaps adapted to meet the needs of other states. Fittingly, Idaho's motto "Esta Perpetua" (It Is Forever) dictates that our state look to its future as we seek to serve all its citizens.



**Questions: Contact Stephanie Childress through June 2020: (208) 502-0298 or [stephanie@idahoptech.org](mailto:stephanie@idahoptech.org)**

*Any variance of data to previous reports may be due to the timing of data extraction. The information in this report is based on annual calculations, using the school year calendar of July 1 – June 30. Student, staff, parent and industry data was collected via surveys conducted in spring 2018.*





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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**FEBRUARY 14, 2019**

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**SUBJECT**

2020-2025 K-20 Education Strategic Plan

**REFERENCE**

December 2015	Board received update on progress toward 60% educational attainment goal and areas for consideration as policy levers for increasing degree production and approved the updated K-20 Education Strategic Plan including adjustment to level of credential benchmarks.
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan.
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration.
December 2017	Board discussed and requested additional changes to the Board's new strategic plan.
February 2018	Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.
October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
December 2018	Board reviewed the draft K-20 Education Plan and discussed setting institution level credential production goals by level of credential.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/ DISCUSSION**

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through responsibilities set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**FEBRUARY 14, 2019**

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This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

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

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

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. Section 67-2903, Idaho Code sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle.

At the October 2018 regular Board meeting, as part of the K-20 Education Performance Measure discussion, the Board directed staff to bring forward annual production targets by credential level and institution that would be needed to help Idaho meet the population-based educational attainment goal. This information was provided as part of the Work Session at the December 2018 regular Board meeting. Updated work force need projections and production targets were discussed, and staff were directed to bring back additional information for discussion during the regular February 2019 Board meeting. This information will be provided as part of the February 2019 Board meeting Work Session.

**IMPACT**

Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2019 with final approval scheduled for June 2019.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**FEBRUARY 14, 2019**

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**ATTACHMENTS**

Attachment 1 – 2020–2025 K-20 Education Strategic Plan - Consolidated  
Attachment 2 – Strategic Planning Requirements

**STAFF COMMENTS AND RECOMMENDATIONS**

At the October 2018 Regular Board Meeting the Board reviewed the performance of Idaho's K-20 education system through the review of progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan and the agencies, institutions and special/health programs that makeup Idaho's education system. As part of this conversation, the Board gave feedback to staff on amendments to the K-20 Education Strategic Plan, asking that a number of performance measures be removed. During the December 2018 Regular Board meeting the Board discussed the establishment of postsecondary credential performance targets for each of the institutions being incorporated into the Board's K-20 Education Strategic Plan. As part of that discussion it was determined that additional work needed to be done on updating the projections for Idaho's work force needs prior to setting performance targets. As part of the review of the proposed amendments to the strategic plan, it was noted that in developing a strategic plan that focused more on end of the pipeline outcomes it now included very few K-12 performance measures. Staff were asked to include additional amendments for Board consideration in February that would capture the importance of the K-12 portion of the education pipeline in preparing students for college and career.

The additional amendments incorporated in Attachment 1 include the creation of a fourth goal in the plan. A new Goal 2 has been added focusing on student readiness. Two options are being proposed for the Board's consideration:

**GOAL 2: QUALITY EDUCATION.** Ensure inclusive and equitable quality education that imparts the knowledge and skills needed to be ready for postsecondary education, career and the responsibilities of citizenship, and promote lifelong learning characteristics.

**OR**

**GOAL 2: EDUCATIONAL READINESS** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

At this time a single objective is being proposed: "Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system." Performance towards meeting this goal and objective would be measured through student performance at the various levels within the education pipeline, including reading readiness in kindergarten through grade 3, the transition from elementary school to middle school, middle school to high school, and from high school to postsecondary education and the work force. Two new performance measures are proposed for addition, these include students scoring at grade level on the statewide reading assessment and the percentage of student meeting proficient or advanced on the Idaho Standards

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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Achievement Test. The remaining five performance measures that are proposed for this new goal and objective are being moved from other sections of the strategic plan and include the high school cohort graduation rates, percentage of high school graduates meeting the college readiness benchmarks on a college entrance exam, percentage of high school graduates participating in one or more advanced opportunities, percent of dual credit students graduating with an associate's degree, and Idaho's "go-on" rates at 12 month and 36 months after high school graduation.

The Board will have the opportunity to make additional amendments to the strategic plan prior to approval at the February 2019 Regular Board meeting.

Staff recommends only state level production targets be including in the K-20 Education strategic plan, and institution specific targets be maintained as a separate standalone production plan or the institutions be directed to incorporate the production targets as performance measures within the institution specific strategic plans. The institutions will be bringing their updated strategic plans forward for Board consideration at the April and June Board meetings.

Staff recommends approval of the strategic plan.

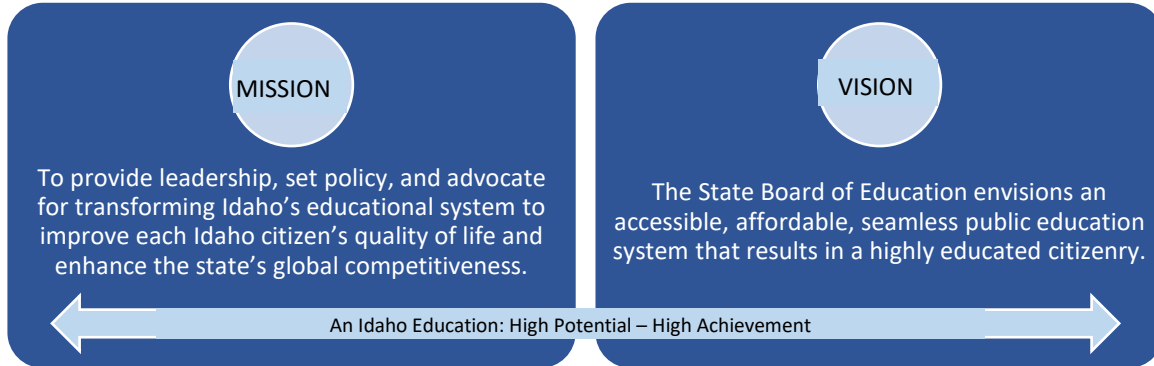
**BOARD ACTION**

I move to improve the 2020-2015 K-20 Education Strategic plan as amended.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



Idaho K-20 Public Education - Strategic Plan



**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –**

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

**GOAL 2: EDUCATIONAL READINESS –**

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

- **Objective A: Rigorous Education** - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

**GOAL 3: EDUCATIONAL ATTAINMENT –**

Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**GOAL 4: WORKFORCE READINESS –**

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY201920-202425  
Idaho K-20 Public Education - Strategic Plan

**MISSION STATEMENT**

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

**VISION STATEMENT**

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT** – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

**Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

**Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

**GOAL 2: QUALITY EDUCATION.** Ensure inclusive and equitable quality education that imparts the knowledge and skills needed to be ready for postsecondary education, career and the responsibilities of citizenship, and promote lifelong learning characteristics.

**OR**

**GOAL 2: EDUCATIONAL READINESS** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

**Objective A: Rigorous Education** - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

**GOAL 23: EDUCATIONAL ATTAINMENT** – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

**Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.

**Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

**Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019**

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**ATTACHMENT 1**

**GOAL 34: WORKFORCE READINESS-** The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

**Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.

**Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY201920-202425  
Idaho K-20 Public Education - Strategic Plan

**PERFORMANCE MEASURES:**

**G1: Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

- I. **Development of a single K-20 data dashboard and timeline for implementation.**  
**Benchmark:** Completed by FY2018

**G1: Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

- I. **Percent of Idaho community college transfers who graduate from four year institutions.**  
**Benchmark:** 25% or more (by 2024)
- II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**  
**Benchmark:** 2 year – less than 55% (by 2024)  
4 year – less than 20% (by 2024)

**G2: Objective A: Rigorous Education** - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

- I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**  
**Benchmark:** TBD
- II. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**  
**Benchmark:** TBD
- III. **High School Cohort Graduation rates (4 year and 5 year).**  
**Benchmark:** 95% or more (by 2024)

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks (broken out by subject).

Benchmark: SAT – 60% or more (by FY2024)  
ACT – 60% or more (by FY2024)

V. Percent of high school graduates who participated in one or more advanced opportunities.

Benchmark: 80% or more (by FY2024)

VI. Percent of dual credit students who graduate high school with an Associate's Degree.

Benchmark: 3% or more (by FY2024)

VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

Benchmark: 60% or more (by FY2024)

Within 36 months of high school graduation.

Benchmark: 80% or more (by FY2024)

**G23: Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.

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

**Benchmark: 60% or more (by 2025)**

**IX. Total number of certificates/degrees produced, by institution per year:**

**a) Certificates**

**b) Associate degrees**

**c) Baccalaureate degrees**

**~~IV.I. High School Cohort Graduation rate:~~**

**~~Benchmark: 95% or more (by 2024)~~**

**~~V.X.~~** **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)**

**Benchmark: 2 year - 75% or more (by 2020)**

**4 year - 85% or more (by 2020)**

**~~VI.XI.~~** **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**

**Benchmark: 50% or more (2yr/4yr) (by 2024)**



**G23: Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

Benchmark: 50% or more (by 2025)

~~II. 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.~~

~~Benchmark: TBD – This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.~~

~~III.II.~~ Percent of new degree-seeking freshmen completing a gateway math course within two years.

Benchmark: 60% or more (by 2025)

~~IV. Number of programs offering structured schedules.~~

~~Benchmark: TBD – This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.~~

~~V.III.~~ Median number of credits earned at completion of Associate’s or Baccalaureate degree program.

Benchmark: Transfer Students: 69/138 or less (by 2020)

Benchmark: non-transfer students: 69/138 or less (by 2020)

**G23: Objective C: Access** - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

I. Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 3,000 or more, \$16M or more (by FY2024)

II. Proportion of postsecondary graduates with student loan debt.

Benchmark: 50% or less (by FY2024)

~~III.I. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.~~

~~Benchmark: SAT 60% or more (by FY2024)~~

~~ACT 60% or more (by FY2024)~~

~~IV.I. Percent of high school graduates who participated in one or more advanced opportunities.~~

~~Benchmark: 80% or more (by FY2024)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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ATTACHMENT 1

~~V.I. Percent of dual credit students who graduate high school with an Associate's Degree.~~

~~Benchmark: 3% or more (by FY2024)~~

~~VI.III.~~ Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more (by 2025)

~~VII.I. Percent of high school graduates who enroll in a postsecondary institution:~~

~~Within 12 months of high school graduation.~~

~~Benchmark: 60% or more (by FY2024)~~

~~Within 36 months of high school graduation.~~

~~Benchmark: 80% or more (by FY2024)~~

~~VII.IV.~~ Percent cost of attendance (to the student)

Benchmark: 96% (or less) of average cost of peer institutions (by FY2024)

~~IX.V.~~ Average net cost to attend public institution.

Benchmark: 4 year - 90% or less of peers (using IPEDS calculation) (by FY2024)

~~X.VI.~~ Expense per student FTE

Benchmark: \$20,000 or less (by FY2024)

~~XI.VII.~~ Number of degrees produced

Benchmark: 15,000 or more (by FY2025)

**G43: Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.

I. Percentage of students participating in internships.

Benchmark: 10% or more (by 2024)

II. Percentage of undergraduate students participating in undergraduate research.

Benchmark: Varies by institution (by 2024)

III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 1:0.25 or more (by 2024)

IV. Increase in postsecondary programs tied to workforce needs.

Benchmark: 10 or more (by 2024)

**G43: Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**  
**Benchmark:** 8 graduates at any one time (annual – FY19)
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60% or more (by 2024)
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 60% or more (by 2024)
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50% or more (annual – FY19)
- V. **Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 100 or more (by 2024)

**KEY EXTERNAL FACTORS**

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

**EVALUATION PROCESS**

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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## **Strategic Planning Requirements**

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Board at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required 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. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, 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 education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
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.



**PLANNING, POLICY AND GOVERNMENT AFFAIRS**  
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**SUBJECT**

College of Eastern Idaho – Community College District Expansion

**REFERENCE**

January 27, 2017	Idaho State Board of Education (State Board) approved resolution recommending the formation of a community college district in Bonneville County.
June 15, 2017	Board approved trustee zones for the College of Eastern Idaho.
July 5, 2017	Board approved appointment of College of Eastern Idaho board of trustees.
August 10, 2017	Board approved request to add Bingham County to the College of Eastern Idaho Community College District. Resolution was forwarded to the electorate (measure failed during election).

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-2103 - 05, Idaho Code

**BACKGROUND/DISCUSSION**

On May 16, 2017, Bonneville County voters approved, by a vote of 71.4% to 28.6%, creation of the College of Eastern Idaho (CEI) to be a successor entity to Eastern Idaho Technical College (EITC).

Section 33-2105, Idaho Code, provides that “any territory not in an existing community college district may become a part of a community college district by a [simple majority] vote of the school district electors resident of said territory ....” (Note: the term “territory” is undefined). To initiate the process, “a petition signed by not less than one hundred (100) school district electors of the territory proposed to be added to the community college district, or twenty percent (20%) of the school district electors within the territory, whichever is the lesser, describing the boundaries of the territory, and a true copy thereof, shall be filed with the board of trustees of the community college district.”

The Community College Board of Trustees must send its recommendations and the petition, to the State Board. The State Board then must “consider” the petition “as it is required to consider a petition for the formation of a community college district.” If the State Board approves the petition, it must so notify the board of trustees of the community college district and the board of county commissioners of the home county of the community college district.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS**  
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On November 14, 2018, the College of Eastern Idaho Board of Trustees approved the petition from the Lemhi County Commissioners to add Lemhi County to the College of Eastern Idaho Community College District; and its recommendation along with the original petition were received by the State Board office on November 27, 2018. Pursuant to section 33-2110A, Idaho Code, community colleges are authorized to charge an “out-of-district” fee to counties for their residents who attend the college, when the student is not a resident of a community college district. The out-of-district fee is paid by the county from the counties liquor funds, which are distributed to the counties for this purpose.

Section 33-2103, Idaho Code, sets forth minimum requirements for the formation of a community college district, as follows:

- 1) The community college district must contain the area, or any part thereof, of four (4) or more school districts and the area or any part thereof, of one (1) or more counties;
- 2) Aggregate enrollment in grades nine (9) through twelve (12) is not less than 2,000 students; and
- 3) The market value of real and personal property value of the proposed district must not be less than \$100,000,000.

The statute further directs that “the state board of education in considering a petition filed pursuant to Section 33-2104, Idaho Code, shall verify all the above requirements, as well as determine the number of the students expected to attend and the facilities available, or to be made available, for operation of the school.”

In addition, Section 33-2104, Idaho Code, requires the Board to review the following information in determining whether to approve any petition:

- 1) Existing postsecondary opportunities within the proposed district;
- 2) Number of prospective students for the proposed community college;
- 3) Financial viability of the new community college with income from tuition and sources as provided by law.

**Section 33-2103, Idaho Code Requirements:**

1) Number of Local School Districts

The area of the proposed district includes the area (in whole or in part) of three (3) school districts:

Salmon School District #291

South Lemhi School District #292

Challis Joint School District #181

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**2) Aggregate Enrollment of High School Students (Grade 9 through 12)**

	2013-14	2014-15	2015-16	2016-17	2017-18
Salmon Jr./Sr. High	256	256	236	260	275
Salmon Alternative High School	11	7	6	2	10
Leadore School	18	22	17	16	21
Challis Jr./Sr. High (High School not located in Lemhi County)	125	132	135	125	123
Upper Carmen Charter High School (#486)	-	-	16	24	20

**3) Taxable Market Value (based on FY2019 Tax Levies)**

181	Challis Joint	598,560,106
291	Salmon	653,307,686
292	South Lemhi	89,531,313

**4) Facilities Available**

Most courses would be delivered on the community college campus or online. Courses may also be delivered at high schools in Lemhi County depending on community demand and space availability.

**Section 33-2104, Idaho Code Requirements:**

**1) Existing Opportunities for Postsecondary Education**

Historically, EITC only offered career technical education courses leading to a certificate or associate of applied science degree. Enrollment was capped in many programs due to accreditation requirements or the physical and equipment limitation of some career technical courses. Fall 2016 headcount was 676, while full-time equivalent was 470. With the formation of CEI in Bonneville County, academic courses leading to the Associate of Arts degree began in fall 2017. This significantly increased access to affordable postsecondary options in this region of Idaho.

University Place is a higher education center located in Idaho Falls. Idaho State University offers certificates, associates and baccalaureate degrees. The University of Idaho offers certificate and baccalaureate degrees. Both universities also offer graduate programs. Below is a five-year history of aggregate enrollment at University Place.

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount*	3,054	2,972	2,466	2,114	1,927
FTE**	877	787	1,025	988	1,236

Idaho State University in Pocatello is a comprehensive regional research university offering a full complement of programs leading to certificates and associates, baccalaureate, master's, doctorate and professional degrees.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS  
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Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount***	14,658	14,204	13,156	12,366	11,845
FTE**	8,436	8,581	8,408	7,917	7,640

\* unduplicated

\*\* unduplicated; FTE = 30 credit hours

\*\*\* Campus headcount is based on the campus where the course originates. If a student is enrolled in courses that originate from more than one campus the student count is duplicated.

**2) Projected Enrollment**

College of Eastern Idaho enrollment projections (assuming a community college district made up only of Bonneville County).

	<b>FY17</b> (Actual)	<b>FY18</b> (Actual)	<b>FY19</b> (projected)	<b>FY20</b> (Projected)	<b>FY21</b> (Projected)	<b>FY22</b> (Projected)
Annual (unduplicated) Enrollment Headcount – Excluding Workforce Training	1,008	1,301	1,889	2,833	3,682	4,234
Growth in headcount per year		22%	45%	50%	30%	15%
Annual Unduplicated FTE	467	584	922	1,383	1,798	2,068
Workforce Training Headcount	14,014	17,521	-	-	-	-

Projections are based on a review of the College of Western Idaho's growth pattern, the application of CSI's student enrollment in Idaho Falls and demographic multiplying factors (e.g. population of the Idaho Falls metropolitan statistical area).

While historic population growth in Lemhi County is essentially flat, the need for a workforce with some form of postsecondary education remains strong throughout the state.

**3) Financial Viability**

In summer 2016 a financial pro forma was prepared in consultation with EITC administration. The pro forma was also vetted with Board staff and legislators. The pro forma uses the following material revenue assumptions:

- a) Tuition = \$129 per credit hour (in district), or \$1,202/full-time one-semester
- b) Projected enrollment growth as depicted in #2, above.
- c) District property tax assessment at \$15 per \$100,000 of assessed value
- d) \$5,013,800 on-going general fund appropriation in FY2019
- e) Phased-in request for state General Fund support commensurate with enrollment increases
- f) \$200,000 liquor funds

Based upon the projected revenues and expenditures set forth above, the State Board of Education has already determined the community college district to have sufficient revenues with which to support normal college expenditures.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS**  
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The proposed addition of Lemhi County to the community college district would enhance the financial viability of CEI.

**IMPACT**

Approval of the resolution as provided in Attachment 1 will allow for an election to be called in Lemhi County for creation of a community college district pursuant to the requirements of Sections 33-2105 and 34-106, Idaho Code.

Section 33-2104A, Idaho Code, provides that “a proposal to redefine the boundaries of trustee zones of a community college district shall be initiated by its board of trustees at the first meeting following ... the electors’ approval of the addition of territory pursuant to section 33-2105, Idaho Code. The board of trustees shall submit the proposal to the state board of education within one hundred twenty (120) days following the ... election.”

**ATTACHMENTS**

Attachment 1 – CEI Board of Trustees Recommendation

Attachment 2 – County Clerk Affidavit Certification of Signatures

**STAFF COMMENTS AND RECOMMENDATIONS**

The College of Eastern Idaho’s community college district is made up of the boundary of Bonneville County. Lemhi County is not contiguous to Bonneville County. There is no requirement for community college districts to consist of areas that are contiguous. When evaluating the minimum number of students criteria the number of students in the new combined community college district are considered, not just the number of students in the area being added.

Staff finds that the petitioners and College of Eastern Idaho Board of Trustees duly satisfied the requirements for the addition of territory to a community college district set forth in Section 33-2105, Idaho Code.

Staff recommends approval of the petition.

**BOARD ACTION**

I move to approve the Resolution set forth in Attachment 1 recommending the addition of territory made up of the boundaries of Lemhi County to the current territory of the College of Eastern Idaho community college district.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



Idaho State Board of Education  
650 W State St # 307  
Boise, ID 83720

November 15, 2018

College of Eastern Idaho  
1600 S. 25<sup>th</sup> E.  
Idaho Falls, ID 83404

To the Idaho State Board of Education;

On November 14, 2018, the Board of Trustees of the College of Eastern Idaho, led by Chairman Park Price, considered the request presented by the Commissioners of Lemhi County to allow Lemhi County to join into the College of Eastern Idaho Community College district. The Board was presented with a certified petition containing 116 signatures of registered voters in Lemhi County in support of the initiative.

After careful consideration, the College of Eastern Idaho Board of Trustees voted to recommend that the Lemhi County voters' petition, attached hereto, to be added to the territory of the College of Eastern Idaho Community College District be approved by the Idaho State Board of Education, pursuant to Idaho Code, Section 33-2105.

On behalf of the Board of Trustees, it is endorsed that the Idaho State Board of Education permit voters in Lemhi County to decide future involvement in the Community College District.

Respectfully,

Kristina Buchan, District Election Official  
College of Eastern Idaho Taxing District

**RECEIVED**

NOV 27 2018

OFFICE OF THE  
STATE BOARD OF EDUCATION

*Attached: Original voter signatures, Letters certifying authenticity*

STATE OF IDAHO                    )  
                                              ) SS  
COUNTY OF LEMHI                )

I, Terri J. Morton, County Clerk of Lemhi County, Salmon, Idaho do  
hereby certify that 15 signatures attached to the petition of  
CEI are those of qualified electors that  
are registered in Lemhi County.

Signed: Terri J. Morton  
County Clerk or Deputy





# PETITION TO JOIN COMMUNITY COLLEGE DISTRICT FOR THE COLLEGE OF EASTERN IDAHO

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Lemhi County, respectfully petition the Board of Trustees for the College of Eastern Idaho that Lemhi County in its entirety join the Community College District for the College of Eastern Idaho.


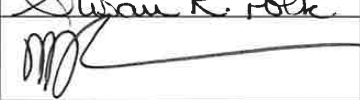
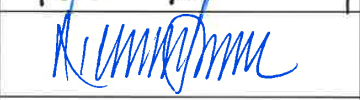

Each of the following signers certifies that: 1) I have personally signed this petition, 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Lemhi County, Idaho.

	Date (8/1/18)	Printed Name (Sally S. Smith)	Signature (Sally S. Smith)	Voting Address/City (123 N. Main, Salmon)
OK 1	8/7/18	Kristin Foss	Kristin Foss	302 Front ST/Salmon
OK 2	8/7/18	Dorothy M. Prange	Dorothy M. Prange	602 12 <sup>th</sup> St Salmon
OK 3	8/7/18	Robert A. Butzman	Robert A. Butzman	4 moonlight Drive, Salmon
OK 4	8/8/18	Dana Michele Cotton	Dana M. Cotton	103 Bitterroot Lane, Salmon
OK 5	8/9/2018	Steve Adams	Steve Adams	1411 Bryan Ave.
OK 6	8/14/18	Valorie F. Teepe	Valorie F. Teepe	109 Nexman St, Salmon
OK 7	8/14/18	Joseph A. Proksch	Joseph A. Proksch	823 Union Ave, Salmon
OK 8	8/16/18	CHERYL D. Cereuti	CHERYL D. Cereuti	860 360 MARGARET ST, SALMON

Already  
Signed

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ATTACHMENT 2

OK 9	8/16/18	Julianne T. Weir		109 Lombard Salmon ID 83467
OK 10	8/16/18	FRED N. WAIDELY	Fred N. Waidely	601 LOMBARD SALMON, ID 83467
OK 11	8/16/18	SUSAN R. POLK	Susan R. Polk	98 SHEEP CREEK ROAD, NORTH FORK, ID 83466
OK 12	8-16-18	<del>Alison</del> Nathaniel Dahl		618 hope Ave Salmon ID 83467 Not Reg. st.
OK 13	9/4/18	Laurie D. Dupree	Laurie D. Dupree	52 Lemhi Rd Salmon, ID 83467
OK 14	9/4/18	PETE BLAKELEY	Pete Blakeley	31 FIFE LN. SALMON ID 83467
OK 15	9/5/18	Nicole M Johnson		43 Upper Big Flat Lane, Carmen ID 83462 Not Reg. st.
OK 16	9-5-18	DANNY ALDOUS	Danny Aldous	5 ALDOUS Drive SALMON ID 83467
OK 17	9-5-18	CANDACE FORSHAY	Candace Forshay	305 Fairmont St. Salmon, ID 83467
OK 18	9/6/18	ERIC AZELLO		103 BITTERROOT Lane Salmon, ID 83467
19				
20				
21				
22				

State of Idaho           )  
                                  ) ss.

County of Lemhi        )

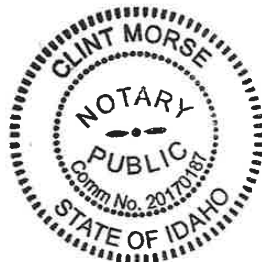
I Tammy Stringham, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly; and that each signer is a qualified elector of the State of Idaho and a resident of the County of Lemhi.

Tammy Stringham

Signature of Signature Gatherer

Mailing Address: 615 Union Ave  
Salmon, ID 83467

Subscribed and sworn to me before this 10<sup>th</sup> day of September, 2018.



Clint Morse

Notary Public

Residing at: Leucadia County

My commission expires: 7/26/23

STATE OF IDAHO                    )  
                                              ) SS  
COUNTY OF LEMHI                )

I, Terri J. Morton, County Clerk of Lemhi County, Salmon, Idaho do  
hereby certify that 21 signatures attached to the petition of  
CEI are those of qualified electors that  
are registered in Lemhi County.

Signed: Terri J. Morton  
County Clerk or Deputy



# PETITION TO JOIN COMMUNITY COLLEGE DISTRICT FOR THE COLLEGE OF EASTERN IDAHO

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Lemhi County, respectfully petition the Board of Trustees for the College of Eastern Idaho that Lemhi County in its entirety join the Community College District for the College of Eastern Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition, 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Lemhi County, Idaho.

	Date (8/1/18)	Printed Name (Sally S. Smith)	Signature (Sally S. Smith)	Voting Address/City (123 N. Main, Salmon)
OK 1	8/16/18	CINDY K OLSON	Cindy K Olson	2 Twin Sisters Circle, Salmon
OK 2	8/16/18	Julie Ann Dodd	Julie Ann Dodd	45 Guth Rd; Salmon, ID 83467
OK 3	9/4/18	Cindy Phelps	Cindy Phelps	90 Aldous Dr., Salmon, ID 83467
OK 4	9/4/18	Pam Dahle	Pam Dahle	277 Leachi Rd, Salmon
OK 5	9-5-18	Katy Smith	Katy Smith	701 Weyman Salmon ID 83467
OK 6	9/5/2018	Tamara L Bruhn-Nelson	Tamara L Bruhn-Nelson	30 Sims Ranch Rd Salmon, ID 83467
OK 7	9/6/2018	Kelly C. Phelps	Kel Phelps	90 Aldous Drive, Salmon, ID
OK 8	9-6-18	Linda Conn	Linda Conn	5 HAPPY RD, Lemhi, ID



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019

ATTACHMENT 2


OK	9	9-6-18	Robert A Russell	Robert A Russell	5 Sims Ranch Rd, Salmon ID. 83467
OK	10		Nancy D. Russell	Nancy D. Russell	5 Sims Ranch Rd, Salmon, ID
OK	11	9-6-2018	Pattie Oahu	Pattie Oahu	42 Lost Valley Rd Salmon ID 83467
OK	12	9-6-18	Core Allen	Core Allen	17 Stormrider, Salmon ID 83467
OK	13	9-6-18	Ryan Allen	Ryan Allen	17 Stormrider Road Salmon, ID 83467
OK	14	9-6-18	Bill Allen	Bill Allen	10 E. Kink St. Salmon ID 83467
OK	15	9/6/18	Ken Hill	Ken Hill	603 Lincoln St. Salmon ID 83467
OK	16	9/6/18	Diana Weiss	Diana Weiss	8 Hayes Cr. Rd. Salmon, ID 83467
OK	17	9/6/18	Sandy Kollenberg	Sandy Kollenberg	11 DANCE LANE, SALMON, ID 83648
OK	18	9/6/18	Maryann J. Torbett	Maryann J. Torbett	46 Hammon Dr Salmon, ID 83467
OK	19	9/6/18	Jill Hunt	Jill Hunt	11 HAM HOOK DR. SALMON, ID. 83467
OK	20	9/6/18	Clint Hinkley	Clint Hinkley	11 Hay Hook Dr. Salmon ID 83467
OK	21	9/7/18	CHUCK KEMPNER	C.M. Kempner	731 BROADWAY ST Salmon
OK	22	9/7/18	Ramon S. Slego	Ramon Slego	731 Broadway St Salmon

State of Idaho            )  
                                  ) ss.  
County of Lemhi        )

I Cindy Phelps, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly; and that each signer is a qualified elector of the State of Idaho and a resident of the County of Lemhi.

Cindy Phelps  
\_\_\_\_\_  
Signature of Signature Gatherer  
Mailing Address: 90 Aldous Dr  
Salmon, ID 83467

Subscribed and sworn to me before this 7<sup>th</sup> day of Sept, 2018.

 Brenda Armstrong  
\_\_\_\_\_  
Notary Public  
Residing at: Salmon ID  
My commission expires: 3/14/2023

STATE OF IDAHO                     )  
                                                      ) SS  
COUNTY OF LEMHI                )

I, Terri J. Morton, County Clerk of Lemhi County, Salmon, Idaho do  
hereby certify that 19 signatures attached to the petition of  
CEI are those of qualified electors that  
are registered in Lemhi County.

Signed: Terri J. Morton  
County Clerk or Deputy



# PETITION TO JOIN COMMUNITY COLLEGE DISTRICT FOR THE COLLEGE OF EASTERN IDAHO

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Lemhi County, respectfully petition the Board of Trustees for the College of Eastern Idaho that Lemhi County in its entirety join the Community College District for the College of Eastern Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition, 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Lemhi County, Idaho.

	Date (8/1/18)	Printed Name (Sally S. Smith)	Signature (Sally S. Smith)	Voting Address/City (123 N. Main, Salmon)
OK 1	8/22/18	Barbara E. Miller	<i>Barbara E. Miller</i>	14 Adams Dr, Salmon ID 83467
OK 2	8/22/18	Jerry M. Miller	<i>Jerry M. Miller</i>	14 Adams Dr. - Salmon ID 83467
OK 3	8/22/18	Meredith A. Galvan	<i>Meredith A. Galvan</i>	24 Hugh Ln, Salmon, ID 83467
OK 4	8/22/18	MICHAEL R. BERAN	<i>Michael R. Beran</i>	19 Melane Dr Salmon, ID 83467
OK 5	8/22/18	Paula R. Tomlinson	<i>Paula Tomlinson</i>	13 Gott Ln Salmon, ID 83467
OK 6	8/22/18	Nan Bryant	<i>Nan Bryant</i>	10 Blackader Lane Salmon ID 83467
OK 7	8/22/18	Susan Niles Seber	<i>Susan Niles Seber</i>	3 Blackhawk Place Lane 83462 Carmen ID
OK 8	8/22/18	Shem <sup>K</sup> Kathleen Luker	<i>Shem Kathleen Luker</i>	39 Pollard Creek Access Rd Salmon, ID 83467

at Registered  
at Pollard Creek

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019

ATTACHMENT 2

OK	9	8/22/18	Nancy Whitney	Nancy Whitney	215 S Saint Charles Rd Salmon ID 83467
OK	10	8-22-18	Elizabeth Allen	Elizabeth Allen	533 main 101st Street Salmon ID 83467
OK	11	8-22-18	Lydia Leyba	Lydia Leyba	PO Box 604 14 Riverside Dr Salmon ID 83467
NO	12	8/22/18	Billie Jo Taylor-Bales	Billie Jo Taylor-Bales	500 S. St. Charles Salmon, ID 83467
OK	13	8/22/18	Merry B Logan	Merry B Logan	171 Corbett Ln Salmon, ID 83467
OK	14	8/22/18	Carol L. Hoopes - Bullock	Carol H Bullock	48 Wagon Wheel Rd Salmon, ID 83467
OK	15	8/22/18	Katie Cooper	Katie Cooper	408 S Kay Salmon ID 83467
OK	16	8/22/18	Renee Riggleson	R M	28 Governor Salmon ID 83467
OK	17	8-22-18	Frances Mueller	Frances Mueller	10 SUMMER CREEK DRIVE SALMON, ID 83467
OK	18	8/22/18	Nathan J. Mueller	Nathan J Mueller	10 Summer Creek Dr Salmon ID 83467
OK	19	8/22/18	Amalia L. Phillips	A Phillips	186 Lemhi Rd Salmon, ID 83467
OK	20	8/22/18	Jolene Zanatta	Jolene Zanatta	78 S. Cherokee Rd Salmon, ID. 83467
NO	21	8/22/18	Annette S. Koerner	A S K	35 Hammon Dr Salmon ID 83467 (Registered @ 121 S. St. Charles Rd)
OK	22	8/22/18	Beth Miller	Beth Miller	7 Jakich Dr Salmon, ID 83467



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019

ATTACHMENT 2

State of Idaho )

) ss.

County of Lemhi )

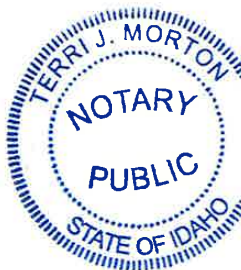
I Barbara E Miller, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly; and that each signer is a qualified elector of the State of Idaho and a resident of the County of Lemhi.

Barbara E Miller

Signature of Signature Gatherer

Mailing Address: 14 Adams Dr  
Salmon, ID 83467

Subscribed and sworn to me before this 22<sup>nd</sup> day of August, 2018.



Terri J. Morton

Notary Public

Residing at: Salmon

My commission expires: 4-25-2020

STATE OF IDAHO                    )  
                                              ) SS  
COUNTY OF LEMHI                )

I, Terri J. Morton, County Clerk of Lemhi County, Salmon, Idaho do  
hereby certify that 22 signatures attached to the petition of  
CEI are those of qualified electors that  
are registered in Lemhi County.



Signed: Terri J. Morton  
County Clerk or Deputy

## PETITION TO JOIN COMMUNITY COLLEGE DISTRICT FOR THE COLLEGE OF EASTERN IDAHO

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Lemhi County, respectfully petition the Board of Trustees for the College of Eastern Idaho that Lemhi County in its entirety join the Community College District for the College of Eastern Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition, 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Lemhi County, Idaho.

	Date (8/1/18)	Printed Name (Sally S. Smith)	Signature (Sally S. Smith)	Voting Address/City (123 N. Main, Salmon)
OK 1	8/20/18	LORETTA A. RYE	Loretta A. Rye	39 Ruby Ln. SALMON
OK 2	8/20/18	MARY A Bohra	Mary A Bohra	712 Jefferson Salmon
OK 3	8/20/18	Laura A. Hendricks	Laura A. Hendricks	3 Gracke Way - Salmon
OK 4	8/20/18	Judith Wachholder	Judith Wachholder	2007 Hwy 93N P.O. Box 43, North Fork
OK 5	8/20/18	Nancy A Lindstrom	Nancy A Lindstrom	854 Lemhi Rd, Salmon, ID
OK 6	8/20/18	Marion S. Nicoll	Marion S. Nicoll	4 Becker Rd, North Fork, ID 83466
OK 7	8/20/18	MARILYN L. Cook	Marilyn L. Cook	306 Porphyry, Salmon, Id. 83467
OK 8	8/20/18	Tina M Mauterstock	Tina Mauterstock	211 Hwy 93 S Salmon Id 83467

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019

ATTACHMENT 2

OK	9	8/20/18	Alicia K. Deem	<del>Alicia K. Deem</del>	2632 HWY 93N, NORTH FORK, ID 83466
OK	10	8/20/18	MARY Helen RITAN	Mary Helen RITAN	702 Courthouse Dr. Salmon, ID 83467
OK	11	8/20/18	Roberta J. MEADVILLE	Roberta J. Meadville	60 Indian Creek Rd. North Fork, ID 83466
OK	12	8/20/18	Barbara G. Wolf	Barbara G. Wolf	20 Cutler Rd, North Fork, ID 83466
OK	13	8/20/18	Amar Vihlen	Amar Vihlen	Hwy 28 #2085
OK	14	8/20/18	Amelia Say	Amelia Say	Hwy 28 Salmon ID 83467
OK	15	8/20/16	Raylene A. Lomonaco	Raylene A. Lomonaco	10 Baird Ln. Salmon, ID 83467
OK	16	8-20-16	Loralee Hallenbeck	Loralee Hallenbeck	6 Rock Pt Rd, North Fork, Idaho 83466
OK	17	8-20-16	DeVon Bielby	DeVon Bielby	406 Normaline St. Salmon, ID 83467
OK	18	8.21.18	Janine Dellario	Janine Dellario	423 W. Elkhorn Rd. Salmon ID 83467
OK	19	8/21/18	Gary S. Power	Gary S. Power	1023 Old Lees Ferry Rd Salmon, ID 83467
OK	20	8-21-18	Sharon M Monroy	Sharon Monroy	75 Sagebrush Ave Salmon, ID 83467
OK	21	8-21-18	Maria A. Andrus	Maria Andrus	5 Dutton Lane Salmon ID 83467
OK	22	8-21-18	Tawna Skinner	Tawna Skinner	5 Dutton Lane Salmon ID 83467

State of Idaho )

) ss.

County of Lemhi )

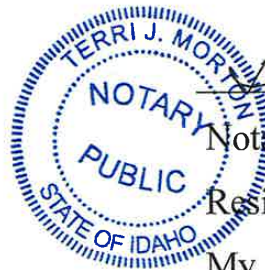
I Barbara E. Miller, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly; and that each signer is a qualified elector of the State of Idaho and a resident of the County of Lemhi.

Barbara E. Miller

Signature of Signature Gatherer

Mailing Address: 14 Adams Dr  
Salmon, ID 83467

Subscribed and sworn to me before this 22<sup>nd</sup> day of August, 2018.



Terri J. Morton

Notary Public

Residing at: Salmon

My commission expires: 4-25-2020



STATE OF IDAHO                    )  
                                              ) SS  
COUNTY OF LEMHI                )

I, Terri J. Morton, County Clerk of Lemhi County, Salmon, Idaho do  
hereby certify that 20 signatures attached to the petition of  
CET are those of qualified electors that  
are registered in Lemhi County.



Signed: Terri J. Morton  
County Clerk or Deputy

# PETITION TO JOIN COMMUNITY COLLEGE DISTRICT FOR THE COLLEGE OF EASTERN IDAHO

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Lemhi County, respectfully petition the Board of Trustees for the College of Eastern Idaho that Lemhi County in its entirety join the Community College District for the College of Eastern Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition, 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Lemhi County, Idaho.

	Date (8/1/18)	Printed Name (Sally S. Smith)	Signature (Sally S. Smith)	Voting Address/City (123 N. Main, Salmon)
OK 1	8/13/18	KATHLEEN BROWN	Kathleen Brown	702 12TH ST Salmon, ID 83467
OK 2	8/15/18	Luke Prange	Luke Prange	602 12 ST Salmon Id 83467
OK 3	8/15/18	MARTHA Edger	Martha Edger	38 Dogwood Salmon ID 83467
OK 4	8/15/18	Bernadine Berry	Bernadine Berry	24 Dogwood Lane Salmon, ID 83467
OK 5	8-15-18	Alexia Cochran	Alexia Cochran	507 12th St. Salmon ID 83467
OK 6	8-15-18	Eileen Boehme	Eileen Boehme	22 Agard Ave Salmon ID 83467
OK 7	8/18/2018	Jeff Thompson	Jeff Thompson	409 GRAVITE ST SALMON ID 83467
OK 8	8/18/2018	Louise Christine Wagenknecht	Louise Christine Wagenknecht	1768 Lee Creek Rd. Healdore, ID 83464

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019**

**ATTACHMENT 2**

	Date	Printed name	Signature	Voting address
OK 9	8/18/2018	Lucinda Salo	Lucinda Salo	301 North Highway 93 Salmon ID 83467
OK 10	8/18/2018	Brady Bever	Brady Bever	334 Catherine Ln. Salmon, ID 83467
OK 11	8/19/2018	Janice Blackadar	Janice Blackadar	janiceblackadar@gmail.com
OK 12	8-19-2018	Lynda Powers	Lynda Powers	lyndapowers@hotmail.com
OK 13	<del>8/19/18</del>	<del>Jefferson Brown</del>	<del>Jefferson Brown</del>	<del>124 Monroe St Salmon, ID 83467</del>
OK 14	8/19/18	Jefferson Brown	Jefferson Brown	202 12th Street SALMON ID 83467
OK 15	8/23/18	Robert L. Blackadar	Robert L. Blackadar	10 N. CHANDLER RD Salmon, ID 83467
OK 16	8/27/18	Connie Delaney	Connie Delaney	216 Stevens Ave Salmon Idaho 83467
OK 17	8/27/18	CAROLE BERKOFF	Carole Berkoff	26 BIG FLAT LN CARMEN ID 83462
OK 18	8/27/18	Ramona Combs-Staupfer	Ramona Combs-Staupfer	865 Lemhi Rd Salmon, ID 83467
OK 19	8/27/18	JEFF STRATTON	Jeff Stratton	205 N TERRACE ST SALMON ID 83467
OK 20	8/27/18	Seon Baston	Seon Baston	1520 Roosevelt Ave Salmon, ID 83467
OK 21	8/27/18	ABBIE GUNGLUFF	Abbie Gungluff	1520 Roosevelt Ave SALMON ID 83467
OK 22	8/27/18	hexa Leonard	hexa Leonard	217 Augusta Avenue Salmon, ID 83467

State of Idaho           )  
                                  ) ss.

County of Lemhi        )

I Dorothy Prange, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly; and that each signer is a qualified elector of the State of Idaho and a resident of the County of Lemhi.

Dorothy M. Prange  
Signature of Signature Gatherer  
Mailing Address:

Subscribed and sworn to me before this 27 day of August, 2018.

Brenda Armstrong  
Notary Public  
Residing at: Salmon ID  
My commission expires: 3/14/2023



STATE OF IDAHO                    )  
                                              ) SS  
COUNTY OF LEMHI                )

I, Terri J. Morton, County Clerk of Lemhi County, Salmon, Idaho do  
hereby certify that 19 signatures attached to the petition of  
CEI are those of qualified electors that  
are registered in Lemhi County.



Signed: Terri J. Morton  
County Clerk or Deputy

## PETITION TO JOIN COMMUNITY COLLEGE DISTRICT FOR THE COLLEGE OF EASTERN IDAHO

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Lemhi County, respectfully petition the Board of Trustees for the College of Eastern Idaho that Lemhi County in its entirety join the Community College District for the College of Eastern Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition, 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Lemhi County, Idaho.

	Date (8/1/18)	Printed Name (Sally S. Smith)	Signature (Sally S. Smith)	Voting Address/City (123 N. Main, Salmon)
OK 1	8-24-18	Tammy Lee Stringham	Tammy L Stringham	615 Union Ave, Salmon ID 83467
OK 2	8/24/18	Robert A. Gutzman	Robert A Gutzman	4 Moonlight Drive Salmon ID 83467
OK 3	8/24/18	Melva A. Gutzman	Melva A. Gutzman	4 Moonlight Dr Salmon, ID 83467
OK 4	8/24/18	LARRY N. Gwartz	Larry N. Gwartz	210 Courthouse Dr. Salmon ID 83467
OK 5	8/24/18	Jack Sorensen	Jack Sorensen	503 13 <sup>th</sup> St Salmon ID 83467
OK 6	8/25/18	Sharon Conner	Sharon Conner	210 12 <sup>th</sup> St Salmon, ID 83467
OK 7	8/25/18	Melissa Conner	Melissa Conner	210 12 <sup>th</sup> St. Salmon, ID 83467
OK 8	8/26/18	MARY SMITH	Mary Smith	129 Lemhi Rd. Salmon, ID. 83467



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019**

**ATTACHMENT 2**

OK	9	8/26/18	Jordan Smith	Jordan P. Smith	129 Lemhi Rd Salmon, ID 83467
OK	10	8/28/18	Trevi Wing	Juan Wing	300 S 14th St Salmon ID 83467
OK	11	8/30/18	Lana Stillman	Lana Stillman	1703 <del>Shoup St</del> Salmon, ID 83467
OK	12	8/30/18	Judith Meyers	Judith Meyers	402 Bulwer Street Salmon, ID 83467
OK	13	8/30/18	Gayla M. Kaiser Gayla M. Kaiser	Gayla M. Kaiser	902 Shanafelt St. Salmon, ID 83467
1	14	9/1/18	Kristina Bunce	Kristina Bunce	407 Fulton St Salmon, Idaho 83467
OK	15	9/1/18	JOHN K BUNCE II	John K Bunce II	407 FULTON ST SALMON, IDAHO 83467
OK	16	9/2/18	JOHN M. WOLF	John M. Wolf	20 CUTLER ROAD NORTH FORK, ID 83466
OK	17	9/2/18	Courtney Warner	Courtney Warner	411 Broadway Ave Salmon ID 83467
OK	18	9/2/18	MARLA SHANAFELT	Marla Shanafelt	1307 Roosevelt Ave. Salmon, Idaho 83467
1	19	9/2/18	Amber Halle	Amber Halle	1521 Roosevelt Ave. Salmon, ID. 83467
OK	20	9/2/18	Cody HALLE	Cody Halle	1521 ROOSEVELT AVE. SALMON ID 83467
OK	21	9-2-18	Luann Wing	Luann Wing	119 State Street, Salmon, ID 83467
1	22	9-21-18	Marjy Warner	Marjy Warner	306 West 5th Ave -

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019

ATTACHMENT 2

State of Idaho )

) ss.

County of Lemhi )

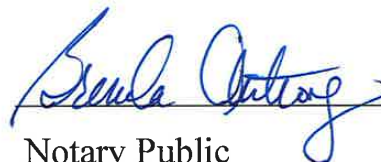
I Robert A. Gutzman, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly; and that each signer is a qualified elector of the State of Idaho and a resident of the County of Lemhi.



Signature of Signature Gatherer

Mailing Address: 4 Moonlight Drive  
Salmon, Idaho 83467

Subscribed and sworn to me before this 6<sup>th</sup> day of Sept, 2018.



Notary Public

Residing at: Salmon ID

My commission expires: 3/4/2023

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2019**

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**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Announcement of the Launch of the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.

**REFERENCE**

October 2006	Board received an update on the new state Carl D. Perkins transition plan
February 2007	Board approved the state federal Carl D. Perkins six-year plan
February 2008	Board approved updated five-year plan under the Perkins Act

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-2201 through 33-2207, Idaho Code;  
P.L. 109-270 Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (2018)  
Idaho Administrative Code, IDAPA 55.01.01

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: WORKFORCE READINESS: The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

**BACKGROUND/DISCUSSION**

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act, which provides roughly \$1.3 billion annually in Federal funding, administered by the U.S. Department of Education (Department), for career and technical education (CTE) for our nation's youth and adults.

**IMPACT**

Perkins V provides an opportunity for Career and Technical Education to help drive Idaho towards our goal of 60% of Idahoans between the ages of 25 and 34 possessing a degree or certificate by 2025, improve the occupational outlook of our students, and provide the skilled workforce Idaho employers need. Perkins V also supports the recommendations of Idaho's 2017 Workforce Development Task Force, to build CTE secondary and postsecondary program capacity to meet workforce demand.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**FEBRUARY 14, 2019**

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**ATTACHMENTS**

- Attachment 1 – ICTE Perkins V Announcement Letter
- Attachment 2 – OCTAE Letter
- Attachment 3 – Perkins V Comparison

**STAFF COMMENTS AND RECOMMENDATIONS**

The new Strengthening Career and technical Education for the 21<sup>st</sup> Century Act, referred to as Perkins V, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006. The purpose of Perkins V is to increase learner access to high-quality Career Technical Education (CTE) programs of study, with a focus on systems alignment and program improvement. Perkins V also emphasizes improving the academic and technical achievement of CTE students, and strengthening the connections between secondary and postsecondary education and improving accountability. Perkins V, like Perkins IV, requires the submittal of a state plan with state determined levels of performance. Like the Consolidated State Plan for the Every Student Succeeds Act, the Perkins V planning requirements include requirements for levels of performance to be determined in consultation with stakeholders (defined in Sec.122 – State Plan) involved in the state plan development process and for the public to be provided with at least 60 days to comment. The comments received must be included in the state plan and must include a written response to the comments. The development of the plan must also engage representatives of secondary and postsecondary career technical programs, community representatives (including parents, students and community organizations), representatives of the state workforce development board, members and representatives of special populations, representatives of business and industry, representatives of agencies serving out-of-school youth, homeless children, and at-risk youth, representatives of Indian Tribes and Tribal organization, and individuals with disabilities. Like the Consolidated State Plan, the Perkins Plan also includes a requirement that the governor is given 30 days to sign the plan.

Pursuant to Section 33-110, Idaho Code, the State Board of Education is designated as the State Education Agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government. Similar to Section 33-110, Idaho Code, Section 33-2202, Idaho Code, designates the State Board of Education as the State Board for Career Technical Education for the purpose of carrying out the provisions of the federal act known as the Smith-Hughes act and any subsequent acts affecting vocational education and to execute the laws of the state relative to career technical education. This section further authorizes the Board to cooperate with the federal government to administer such legislation, relative to career technical education.

**BOARD ACTION**

This item is for informational purposes only.

## Perkins V Focus and Opportunity for Idaho

*The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (generally referred to as Perkins V) provides an opportunity for Career and Technical Education to help drive Idaho towards our goal of 60% of Idahoans between the ages of 25 and 34 possessing a degree or certificate by 2025, improve the occupational outlook of our students, and provide the skilled workforce Idaho employers need. The Act also supports the recommendations of Idaho's 2017 Workforce Development Task Force, to build CTE secondary and postsecondary program capacity to meet workforce demand.

As part of the Federal Perkins reauthorization in 2018, states are being given an unprecedented opportunity to fundamentally change how they spend their federal CTE funds. States are now expected to invest in programs of study, better prepare students for careers, and more closely link their programs to labor market needs.

### **Idaho will work to accomplish these objectives through key activities:**

- Improving relationships between secondary and postsecondary through transition-centered activities and stronger college and career advising
- Strengthening the direct pipeline from secondary to postsecondary education within CTE
- Connecting Perkins projects to labor market needs

### **Idaho will see significant shifts in a number of critical areas:**

- Perkins funds will now only be used for projects that are linked to a CTE pathway (Perkins Program of Study). Cluster programs will continue to be funded using other state funding sources.
- While Idaho will keep Technical Skills Assessments as a performance measure, Idaho will also add a Career Technical Student Organization component to both secondary and postsecondary performance measures.
- Recipients will be required to use a portion of their Perkins funding to support a transition project. Transition projects will be used to improve the alignment and function of programs of study between the secondary and postsecondary levels.
- All Perkins activities will be driven by local needs assessments. Needs assessments will be data driven by in-demand occupations in the state, region, and/or local area.
- All Perkins recipients must participate in annual equity training to meet the needs of special populations or other underrepresented groups.

### **Opportunities for Stakeholder Engagement**

Through a comprehensive, statewide outreach process, the participation and input received from key stakeholders will provide the Idaho Division of Career & Technical Education with necessary feedback to make decisions on items such as:

- Revisiting consortiums with Postsecondary and Tribal communities that address regional needs
- How Idaho will define and measure labor market data
- What constitutes a quality transition project
- Identification of additional performance measures at the secondary and/or postsecondary level
- How to improve access to CTE for marginalized or disenfranchised populations, such as out-of-workforce individuals and low-income youth and adults



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**ATTACHMENT 1**

**Outreach Timeline**

Statewide outreach begins in March 2019 (1-2 days per Region; Secondary, Postsecondary, Community Forums).  
Additional outreach activities will take place between April and October 2019.

Region	Location	Dates	Times	Perkins V Outreach Activity
1	CDA CDA	Thursday, March 14 Friday, March 15	5:30 pm – 7:00 pm 9:00 am – 4:00 pm	Public Information Session Secondary/Postsecondary Working Session
2	Lewiston Lewiston	Tuesday, March 12 Wednesday, March 13	5:30 pm – 7:00 pm 9:00 am – 4:00 pm	Public Information Session Secondary/Postsecondary Working Session
3	Meridian Meridian	Monday, April 1 Tuesday, April 2	5:30 pm – 7:00 pm 9:00 am – 4:00 pm	Public Information Session Secondary/Postsecondary Working Session
4	Twin Falls Twin Falls	Wednesday, March 20 Thursday, March 21	5:30 pm – 7:00 pm 9:00 am – 4:00 pm	Public Information Session Secondary/Postsecondary Working Session
5	Pocatello Pocatello	Thursday, March 28 Friday, March 29	5:30 pm – 7:00 pm 9:00 am – 4:00 pm	Public Information Session Secondary/Postsecondary Working Session
6	Idaho Falls Idaho Falls	Tuesday, March 26 Wednesday, March 27	5:30 pm – 7:00 pm 9:00 am – 4:00 pm	Public Information Session Secondary/Postsecondary Working Session

**Implementation Timeline**

- April 30, 2019: One year transition plan due to the Office of Career, Technical, and Adult Education (OCTAE).
- July 1, 2019: Perkins V is implemented
- January 31, 2020: State Plan must be completed for the review process
- April 30, 2020: State Plan turned into OCTAE for approval
- July 1, 2020: Local 4 year applications and 2 year needs assessments due from recipients

Dear Fellow Educators –

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorizes the *Carl D. Perkins Career and Technical Education Act*, which provides roughly \$1.3 billion annually in Federal funding, administered by the U.S. Department of Education (Department), for career and technical education (CTE) for our nation's youth and adults.

This new law represents an important opportunity to advance the Department's vision for our nation's CTE system: *Expand opportunities for every student to explore, choose, and follow career pathways to earn credentials of value.* As stated by U.S. Secretary of Education DeVos regarding passage of the law, "Congress came together to expand educational pathways and opportunities, and give local communities greater flexibility in how best to prepare students for the jobs of today and tomorrow."

Key provisions in the new law include:

- Requiring extensive collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of study;
- Introducing a needs assessment to align CTE programs to locally identified in-demand, high-growth, and high-wage career fields;
- Strengthening the CTE teacher and faculty pipeline, especially in hard-to-fill program areas, including STEM;
- Promoting innovative practices to reshape where, how, and to whom CTE is delivered;
- Expanding the reach and scope of career guidance and academic counseling; and
- Shifting responsibility to States to determine their performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students.

As you embark on the development of new plans for CTE, it is our hope that you will use the opportunity afforded by the new law as a tool to "rethink" CTE in your State. You might consider asking:

- What is the right "split of funds" between secondary and postsecondary programs given today's environment?
- How can "reserve" funds be used to incentivize "high-quality" CTE programs?
- How do you define and approve high-quality CTE programs?
- How can work-based learning, including "earn and learn programs" such as apprenticeships, be the rule and not the exception?
- How can you build the pipeline of teachers necessary to develop the pathways local communities need?
- What is the best role for employers in the development and delivery of CTE programs?

We hope you will arrive at big and bold goals for CTE in your State under this newly-authorized Perkins V statute. And, we look forward to working with you and helping you along the way.

Sincerely,

Scott Stump  
Assistant Secretary for Career, Technical, and Adult Education

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## **INTRODUCTION AND SUBMISSION REQUIREMENTS**

On July 31, 2018, the President signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Public Law 115-224) (Perkins V, the Act, or statute), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The U. S. Department of Education's (Department) Office of Career, Technical, and Adult Education (OCTAE) developed this guide to assist each eligible agency in preparing and submitting a new State Plan under Perkins V and applicable Federal regulations.

The Department recognizes that it will take time for eligible agencies to update their career and technical education (CTE) systems, policies, and programs to align with the requirements of Perkins V. In particular, eligible agencies may not be ready to fully implement the new accountability provisions when Perkins V goes into effect at the beginning of the 2019-2020 school year. To provide for the orderly transition to Perkins V, consistent with Section 4 of the Act, the Secretary is delaying the implementation of certain new provisions until the start of Fiscal Year (FY) 2020. Eligible agencies will not be required to submit, among other things, State determined levels of performance until FY 2020 and may use FY 2019 to gather baseline data. In addition, eligible agencies that submit a 1-Year Transition Plan in FY 2019 will not be required to have their eligible recipients conduct and describe the results of a comprehensive needs assessment in their local applications for FY 2019. Although the Department is providing States with the flexibility to delay implementation of certain provisions in 2019, States are welcome begin implementing Perkins V during the 2019-2020 school year.

### **Options for the Submission of State Plans in FY 2019**

Section 122(a)(1) of Perkins V requires each eligible agency desiring assistance for any fiscal year under the Act to prepare and submit a State plan to the Secretary. Each eligible agency must develop its State plan in consultation with key stakeholders, the Governor, and other State agencies with authority for CTE, consistent with section 122(c) of the Act.

To fulfill the obligation for a State plan, each eligible agency has the following options for how and when it will submit its Perkins V State Plan. It may submit—

- Option 1 – a 1-Year Transition Plan for FY 2019, which is the first fiscal year following the enactment of the law. Under this option, the eligible agency would submit its Perkins V State Plan in FY 2020 covering FY 2020-23.
- Option 2 – a Perkins V State Plan that covers 5 years, which includes a transition year in FY 2019 and then a 4-year period covering FY 2020-23.

Under either option, the eligible agency may choose to submit its State Plan as part of its Workforce Innovation and Opportunity Act (WIOA) Combined State Plan pursuant to section 122(b)(1) of the Act.

Tables 5 and 6, located at the end of this section, provide additional information on the implementation timelines for eligible agencies that submit a 1-Year Transition Plan versus a Perkins V State Plan in FY 2019.

### **Contents of Perkins V State Plans**

State Plans under Perkins V must include the following items—

- A cover page, including a letter providing joint signature authority from the Governor;
- Narrative descriptions required by statute;
- Assurances, certifications, and other forms required by statute and/or applicable Federal regulations, including the Education Department General Administrative Regulations (EDGAR) at 34 CFR Part 76;
- A budget for the upcoming year;
- State determined levels of performance (SDPLs).

Table 1 below provides a comparison of the required items to be submitted for the 1-Year Transition Plan (Option 1) versus the Perkins V State Plan (Option 2) in FY 2019. Table 2 provides a comparison of the required items to be submitted for FY 2020 depending on whether the eligible agency chose Option 1 or Option 2 in FY 2019. As noted above, under both options, eligible agencies will not be required to submit, or held accountable to, State determined performance levels in FY 2019.

As noted with an asterisk on Table 1 below (Option 2, D. Accountability for Results), eligible agencies that submit a Perkins V State plan in FY 2019 will submit their narrative accountability information and SDPL Form, along with any other State plan revisions, and a cover page in FY 2020. Please note that eligible agencies that submit a Perkins V State Plan in FY 2019 will have to complete the hearing, consultation, and public comment procedures identified in section 122(a) and (c) of Perkins V prior to submission of the plan in FY 2019. In addition, those eligible agencies must complete the consultation and public comment procedures required for the accountability system prior to submission to the “Accountability for Results” section of the State Plan in FY 2020. See section 113(b)(3)(B) of Perkins V and section D questions 3 and 4 in the Narrative Descriptions below.

As noted with an asterisk on Table 2 below (Submitted a 1-Year Transition Plan in 2019, A. Plan Development and Coordination), eligible agencies that submit a one-year transition plan in FY2019 must ensure that their full Perkins V State Plan to be submitted in FY 2020, including the sections that were addressed during the transition year, go through the hearing, consultation and public comment procedures identified in section 122(a) and (c) of Perkins V prior to submission in FY 2020.

## ATTACHMENT 3

Perkins IV	Perkins V
<b>The Carl D. Perkins Career and Technical Education Act of 2006</b>	<b>Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act</b>
<b>34 definitions</b> <ul style="list-style-type: none"> <li>High-skill, high-wage, or high demand occupations</li> <li>Career and Technical Education School – 5 occupational fields</li> <li>Career and Technical Education</li> </ul>	<b>55 definitions including:</b> <ul style="list-style-type: none"> <li>High-skill, high-wage, or in-demand occupations</li> <li>Career and Technical Education School – 3 occupational fields</li> <li>Career and Technical Education – adds a clause regarding coordination between secondary and postsecondary programs through programs of study including articulation agreements, early college high school programs, dual and concurrent enrollment, or other agreements Adds another for career exploration at high school or middle grades level. First mention of middle grades which is defined as grades 5-8 by ESEA.</li> <li>Career Pathways – WIOA definition – a combination of rigorous and high-quality education, training, and other services that; align with the skill needs of State/regional industries; prepares an individual to be successful in a range of secondary and postsecondary education options (including apprenticeships); includes counseling; includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster; accelerates the educational and career advancement of the individual; enables an individual to attain a secondary school diploma or equivalent, and at least one recognized postsecondary credential; and helps an individual enter or advance within a specific occupation or occupational cluster.</li> <li>Concentrator – at least 2 courses in a single CTE program or program of study for secondary, and for postsecondary earned at least 12 credits within a CTE</li> </ul>
<ul style="list-style-type: none"> <li>Undefined at the Federal level</li> </ul>	



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Perkins IV	Perkins V
<ul style="list-style-type: none"> <li>• Eligible Recipient</li> <li>• 6 special populations</li> <li>• Previously defined in text of the Act</li> </ul>	<p>program or program of study or completed a program if less than 12 credits in its entirety. States may use their current definition. Idaho = A junior or senior student enrolled in a capstone course during the year.</p> <ul style="list-style-type: none"> <li>• Eligible Entity – consortium of stakeholders and agencies, but limited to the competitive national innovation grant. Has nothing to do with the basic grant.</li> <li>• Eligible Recipient – Adds Indian Tribes, Tribal Organizations, and Tribal educational agencies.</li> <li>• 9 special populations – changed displaced homemaker to out-of-workforce individuals. Added homeless individuals defined under the McKinney-Vento Act, youth who are in or have aged out of, the foster system, and youth with a parent who is a member of the armed forces who is on active duty.</li> <li>• Out-of-workforce individuals – displaced homemaker, someone taking care of a home or family resulting in diminished marketable skills, or is an unemployed or underemployed parent with a child who is no longer eligible for assistance under Social Security programs.</li> <li>• Program of Study – Adds alignment with the needs of industries in the economy of the State, region, Tribal community, or local area; progress in specificity from all aspects of an industry to occupation specific; and has multiple entry and exit points that incorporate credentialing.</li> <li>• Tribal Organization</li> </ul>
<p><b>Authorized appropriations undefined on a yearly basis</b></p>	<p><b>Authorized appropriations clearly defined at:</b>  FY19 - \$1,229,568,538  FY20 - \$1,246,782,498  FY21 - \$1,264,237,452  FY22 - \$1,281,936,777  FY23 - \$1,299,883,892  FY24 - \$1,318,082,266</p>

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Perkins IV	Perkins V
	A total of 10.5% increase over FY18 levels of \$1.192 billion
Hold harmless level at 1998 funding level	Hold harmless level at 2018 funding level, meaning no state shall receive less than the allotment received for fiscal year 2018 (Idaho total FY18 allotment was \$7,170,181). If total allotment of all states is less than FY18 total allotment, State allotments will be reduced by same ratio.
	Maintenance of Effort – the total amount spent using State funds for CTE programs may be reset to not less than 95% of the current baseline.
<p><b>State distribution:</b>  85% to local recipients  Up to 10% may be used for reserve  10% leadership activities  Not more than 1% shall be made available to serve individuals in State institutions, such as correctional institutions and institutions that serve individuals with disabilities.  Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields.  5%, or \$250,000, whichever is greater, for administration</p>	<p><b>State distribution:</b>  85% to local recipients  Up to 15% may be used for reserve  <b>Reserve funds</b>  (A) rural areas  (B) areas with high percentages of CTE concentrators or participants  (C) areas with high numbers of CTE Concentrators or participants  (D) areas with disparities or gaps in performance as described in section 112(b)(3)(C)(ii)(II)  In order to  (A) foster innovation that prepare individuals for nontraditional fields  (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.  10% leadership activities  Not more than 2% shall be made available to serve individuals in State institutions, such as correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities.  Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields.  0.1% (\$717 for Idaho) up to \$50,000 shall be made available for the recruitment of special populations.  5%, or \$250,000, whichever is greater, for administration</p>
<b>Accountability:</b>	<b>Accountability:</b>

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Perkins IV	Perkins V
<p><b>FAUPL (Federally Agreed Upon Performance Levels) negotiated with States</b></p> <ul style="list-style-type: none"> <li>Expressed in numerical or percentage form</li> <li>Continuous improvement</li> </ul> <p><b>6 secondary core indicators</b></p> <ul style="list-style-type: none"> <li>Academic attainment (English and Math)</li> <li>Technical skill attainment as measured by the TSA</li> <li>Secondary school completion among early leavers (diploma or GED outside of the cohort)</li> <li>Graduation rate</li> <li>Placement in postsecondary education, advanced training, military, or employed</li> <li>Participation and completion of students in non-traditional programs</li> </ul> <p><b>5 Postsecondary indicators</b></p> <ul style="list-style-type: none"> <li>Technical skill attainment</li> <li>Industry-recognized credential, certificate, or degree attainment</li> <li>Student retention or transfer to a baccalaureate degree program</li> <li>Student placement in military the military, additional training, or employment</li> <li>Participation and completion of students in non-traditional programs</li> </ul> <p>Negotiated annually</p>	<p><b>State determined performance levels</b></p> <ul style="list-style-type: none"> <li>Expressed in numerical or percentage form</li> <li>Continuous improvement</li> <li>In consultation with stakeholders</li> <li>All four years of performance levels included in the State Plan</li> <li>60 day public review and comment period for stakeholders</li> <li>Must take into account State Plan goals</li> </ul> <p><b>5 secondary core indicators (concentrators only)</b></p> <ul style="list-style-type: none"> <li>Graduation rate</li> <li>Academic attainment (English, Math, and Science)</li> <li>Placement in postsecondary education or advanced training, military service, national service program (Americorps/Senior Corps/Peace Corps), or employed</li> <li>Program quality including at least 1;               <ol style="list-style-type: none"> <li>Concentrators having attained a recognized postsecondary credential</li> <li>Concentrators having attained postsecondary credit in CTE</li> <li>Concentrators having participated in work-based learning</li> </ol> <p>May also add TSAs or other measures as defined by the State.</p> </li> <li>Concentrators in non-traditional programs</li> </ul> <p><b>3 postsecondary indicators (concentrators only)</b></p> <ul style="list-style-type: none"> <li>Concentrators who remain enrolled in postsecondary education, are in advanced training, military service, or a national service program (Americorps/Senior Corps/Peace Corps), or are placed or retained in employment</li> <li>Concentrators who receive a recognized postsecondary credential during program participation or within one year</li> <li>Concentrators in non-traditional fields</li> </ul>

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Perkins IV	Perkins V
<p>Performance improvement plan required after missing 90% of FAUPL. Sanctions after three years.</p>	<p>Revisions may be made after the second year of the State Plan, are subject to the 60 day public comment process, must take into account State Plan goals, must take into account levels in other states, and must be higher than the average actual performance of the two most recently completed program years.</p> <p>Performance improvement plan required after missing 90% of performance levels. Sanctions after second year of failing to improve (3 years total)</p>
<p>Reporting data disaggregated at the gender, race/ethnicity, and special population levels.</p>	<p>Reporting data disaggregated by program or program of study at the gender, race/ethnicity, and special population levels.</p>
<p><b>State Plan:</b> 6 years that may include a one year transition period</p> <p>No mention of what to do after 6 years</p> <p><b>Developed in consultation with stakeholders and the Governor's office.</b></p> <p><b>20 elements</b></p>	<p><b>State Plan:</b> 4 years with one year transition period</p> <p>May be combined with WIOA State Plan</p> <p>Subject to a 30 day public comment period before submission</p> <p>After 4 years may either submit another 4-year plan or may submit annual revisions to the State determined performance levels</p> <p><b>Developed in consultation with stakeholders and the Governor's office. Notable changes:</b></p> <ul style="list-style-type: none"> <li>• No tech-prep</li> <li>• State workforce development board added</li> <li>• Agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths</li> <li>• Indian Tribes and Tribal Organizations</li> </ul> <p><b>14 elements but they're more extensive. Highlights include:</b></p> <ul style="list-style-type: none"> <li>• Summary of workforce development activities in the State and how CTE is aligned with the education and skill needs of employers</li> </ul>

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Perkins IV	Perkins V
	<ul style="list-style-type: none"> <li>• State’s strategic vision and goals for preparing an educated and skilled workforce</li> <li>• A strategy for any joint planning, alignment, coordination, and leveraging of funds with WIOA, ESSA, and HEA</li> <li>• How disparities or gaps in performance levels will be addressed</li> <li>• A description of the public comment process</li> </ul> <p>Governor shall have 30 days prior to submission to sign the State Plan (joint authority)</p> <p>State Plans must still be approved by the Secretary. State Plans shall be deemed approved 120 days after submission.</p>
<p><b>Local Plan:</b> Covers the same time period as the State Plan (6 years)</p> <p>Mirrored the content of the State Plan</p> <p><b>12 Local Plan components</b></p>	<p><b>Local Application:</b> Covers the same time period as the State Plan (4 years)</p> <p>Three pieces: the application components, the comprehensive needs assessment, and the consultation requirements</p> <p><b>9 Local Application Components:</b></p> <ol style="list-style-type: none"> <li>1. Results of the needs assessment</li> <li>2. Courses and activities to be supported, including at least 1 state-approved program of study</li> <li>3. Career exploration/career guidance and counseling to be provided</li> <li>4. Alignment of academic and technical skills</li> <li>5. Activities for special populations</li> <li>6. Work-based learning opportunities</li> <li>7. Opportunities for postsecondary credit while attending high school</li> <li>8. Recruitment, preparation, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from underrepresented groups</li> <li>9. Addressing disparities and gaps in local performance levels</li> </ol>

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Perkins IV	Perkins V
	<p><b>Comprehensive needs assessment:</b> Update not less than once every two years Requirements:</p> <ul style="list-style-type: none"> <li>• An evaluation of student performance relative to the State determined levels of performance.</li> <li>• Description of size, scope, and quality aligned to State, Tribal, or local in-demand industry or occupations or designed to meet local education or economic needs not identified by State or local workforce development boards.</li> <li>• Evaluation of progress toward the implementation of CTE programs and programs of study.</li> <li>• Improving recruitment, retention, and professional development.</li> <li>• Strategies for special populations</li> </ul> <p><b>Continuous consultation with local stakeholders</b></p> <ul style="list-style-type: none"> <li>• Secondary CTE teachers, counselors, principals, administrators, specialized support personnel and paraprofessionals</li> <li>• Postsecondary CTE faculty and administrators</li> <li>• State or local workforce development boards and a range of local or regional businesses or industries</li> <li>• Parents and students</li> <li>• Special populations</li> <li>• Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth</li> <li>• Indian Tribes and Tribal Organizations</li> <li>• Any other stakeholders</li> </ul>
<p><b>9 required uses of funds</b></p>	<p><b>6 requirements for local uses of funds</b></p> <ol style="list-style-type: none"> <li>1. Provide career exploration and development activities through an organized systemic framework</li> <li>2. Provide professional development for a wide variety of CTE professionals</li> <li>3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations</li> <li>4. Support integration of academic skills into CTE programs</li> </ol>



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Perkins IV	Perkins V
	<p>5. Plan and carry out elements that support the implementation of CTE programs and programs of study</p> <p>6. Develop and implement evaluations of the activities funded by Perkins</p>
<b>20 permissive uses</b>	<p><b>20 permissive uses that are integrated into #5.</b></p> <p>Most are the same with the top changes being:</p> <ul style="list-style-type: none"><li>• Integration of academic skills</li><li>• Equipment purchases are in line with business and industry needs</li><li>• CTSO expansion to preparation and participation in competitions, including travel</li><li>• Integration of arts and design skills where appropriate</li><li>• Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE</li><li>• Reducing or eliminating out-of-pocket expenses for special populations</li></ul>

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**SUBJECT**

2019 Legislative Update

**REFERENCE**

June 2017

The Board approved legislative ideas for the 2019 legislative session. (No legislation was forwarded through the Executive Agency Legislative process)

**ALIGNMENT WITH STRATEGIC PLAN**

Governance item as part of the Board's constitutional role of governance on oversight over publicly funded education.

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

This item will provide the Board with an update on education related legislation that has been introduced during the 2019 Legislative Session. This will be the Board's first opportunity to consider legislation for the current session. Due to the gubernatorial transition and the request that only mission critical legislation be considered for the 2019 Legislative Session. No Board legislation was forwarded through the Executive Agency Legislative process for the current session.

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

**IMPACT**

This update provides the Board with the status of education related legislation that has been introduced or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including to testify for or against bills based on the Board's actions.

**ATTACHMENTS**

Attachment 1 – Introduced Education Related Legislation

Attachment 2 – HCR 6 – House Concurrent Resolution – Music in our Schools Month

Attachment 3 – S1029 – Senate Bill 1029 – School Turnaround Act

Attachment 4 – S1057 – Senate Bill 1057 – Continuous Improvement Plans

Attachment 5 – S1058 – Senate Bill 1058 – Charter School Administrator Certificate

Attachment 6 – S1059 – Senate Bill 1059 – Mastery-based Education Network/Expansion

Attachment 7 – RS26561 – Representative Toone - Rural Educator Loan Repayment Program

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Attachment 8 – Bill Draft – Resident Tuition Waiver Authorization

Attachment 9 – Draft Bill – Public School Funding Formula

Attachment 10 – Public School Funding Formula Draft Bill Summary

Attachment 11 – Governor’s Education Related Budget Recommendations

**STAFF COMMENTS AND RECOMMENDATIONS**

Attachment 1 provides a summary of the status of each introduced bill. As of the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting may also be discussed. To date, 12 education related bills have been introduced. Of those twelve staff are recommending the Board take a positions on five. In addition to these five bills, the Board has been requested to consider two additional bills that have not been introduced yet. Drafts of the proposed legislation are provided in Attachment 7 and Attachment 8. Attachment 11 provides the Governor’s budget recommendations on education related issues that either intersect with initiatives of the Board or would affect the budgets under the Board’s oversight and governance.

HCR 6, introduced by Representative McCrostie and co-sponsored by Representative Boyle and Representative Horman, recognizes the importance of music education in Idaho public schools and proclaims March as Music in Our Schools Month. – Staff recommends support.

SB 1029 – School Turnaround Act, introduced by Senator Mortimer, codifies a program that is currently managed through the Board Office. The program provides state funding to low performing schools to use a “turnaround expert” to help form a turnaround team made up of school board members, school/district administrators, teachers, parents and students (as applicable). Unlike the federal funds available for low performing schools, these funds are available to any low performing schools, including non-Title I schools. The current program is in the third year of three-year cohort and a new request for proposals is waiting be released, pending legislative action on SB 1029. In the first three years, a single turnaround expert was used to work with six school districts (one in each education region). The program served as a pilot providing more flexibility than is available under the federal accountability requirements and allows for the testing of different models. The proposed legislation incorporates changes to the program that are planned for implementation with the new cohort of schools. The most significant change would be to allow the school districts/schools to pick from a list of turnaround experts rather than contracting with one single expert to work with the six school districts. This bill is very similar to a bill introduced during the 2018 Legislative Session that the Board supported. Staff recommends support.

SB 1057 – Continuous Improvement Plans, introduced by the State Superintendent, removes the references to the statewide student readiness and

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student improvement metrics from the school district and charter school continuous improvement plan requirements and replaces them with the student achievement and growth metrics now reported on each school and school district report card. The readiness metrics currently used are all reported in the school and district report cards. For the current school year, school districts were allowed to use their school district or charter school report cards to report out on the progress of their continuous improvement plans, this bill will codify that process. Staff recommends support.

SB 1058 – Charter School Administrator Certificate, introduced by Senator Den Hartog, amends Section 33-5206, Idaho Code, Requirements and Prohibitions of a Public Charter School, by creating a standalone charter school administrator certificate that bypasses the current certification processes and circumvents the Board approved state standards for administrator certification. If a charter school chooses to use the new provision, the applicant would need to:

- have a baccalaureate degree from an accredited institution,
- pass a criminal history check,
- have a letter from a charter school board of directors stating they are hiring the individual and will oversee the applicants performance,
- have completed a three credit course on the statewide framework for teacher evaluations; and
- have one or more of the following:
  - five or more years of experience administering a public charter school
  - a post-baccalaureate degree and minimum of five years of experience in school administration, public administration, business administration, or military administration,
  - successful completion of a nationally recognized charter school leaders fellowship, or
  - five or more years of teaching experience and a commitment from a charter school administrator to mentor the applicant for a minimum of one year.

The certificate would be valid for five years and renewable without continued professional development renewal requirements that are required for administrators holding a standard administrator certificate. This legislation is substantially similar to H550 (2018) which was opposed by the Board and vetoed by Governor Otter. Staff recommends the Board oppose.

SB 1059 – Mastery-based Education, introduced by the State Superintendent, this bill removes the current references to a committee of educators for identifying roadblocks and the facilitation and planning of the current mastery-based education incubator process (including cap on the number of schools who can participate) and replaces it with the facilitation and maintenance of the Idaho mastery education network. The network would be made up of public school districts and charter schools for the purpose of collaboration on transitioning Idaho to a mastery-based education system. Participating school districts and charter

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schools would have access to State Department of Education funding, subject to appropriation. Staff recommends support.

RS26561 – Quality Educator Loan Assistance Program, proposed by Representative Toone, would create a new educator loan assistance program targeted at educators willing to commit to working in rural, isolated schools and economically disadvantaged schools based on Title I eligibility. The loan assistance program would provide an incentive for educators to stay in the school by increasing the eligible repayment amount for each year they stay in an eligible school for up to four years (\$1,500 in year one up to \$4,500 in year four). The bill allows for the payment of the loan debt at the end of each year the teacher remains employed, eliminating issues of having to recover funds when an educator does not stay for the full commitment. This eliminates one of the primary program management issues the Board office faced with the past teacher loan forgiveness program that was discontinued when the state scholarship programs were condensed into the Opportunity Scholarship in 2013. The bill language also provides for rulemaking authority and the flexibility to establish application procedures and applicant ranking based on the areas of highest need within the State. The fiscal impact would be limited to any new monies appropriated to the program. While this bill has not been introduced yet, Representative Toone has asked the Board to weigh in on it. The Board voted to support a similar bill introduced by Representative Toone during the 2018 Legislative Session. Staff recommends support.

Section 33-3717C, Idaho Code, Waiving Fees or Tuition for Certain Nonresident Students sets out the provisions by which the Board may waive nonresident tuition. The Board is authorized to set tuition and fees, for resident and nonresident students pursuant to Section 33-3717A, Idaho Code. The Board has historically set certain fees in lieu of tuition, as established in Board policy V.R. During the past year, the Board's ability to set fees in lieu of tuition for different population groups (e.g. an American Indian student fee, online program fee, dual credit fee, etc.) was identified as an area that could be clarified with respect to statutory authority. Attachment 7 is a proposed bill amending Section 33-3717C, Idaho Code, clarifying the Board's ability to waive resident tuition. Section 33-3717C, Idaho Code authorizes the Board to grant a full or partial waiver of nonresident tuition through reciprocal agreements based on the consideration of the potential of the waiver to:

- a. enhance educational opportunities for Idaho residents;
- b. promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- c. contribute to the quality of educational programs; and assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions.

The proposed amendments would not address the questions of constitutionality that have been raised regarding setting a fee for a specific group like the American Indian Fee, however, it would clarify the Board's current authority to set fees in lieu of tuition including any future fees the Board may want to set for incentivizing

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underserved populations. Resident tuition waivers would be subject to the same restrictions as nonresident tuition waivers. While the Board is currently outside of the timelines for submitting executive agency legislation, staff with the Governor's Office have asked for Board input on the the proposed legislation. Because the Board, through the normal timelines, did not approve this legislation, Board staff would need the Board's approval of the proposed legislation prior to further conversations around introducing the bill. Staff recommends the Board approve the draft bill and authorize the Executive Director to submit the language for introduction.

Governor's Education/Board Related Budget Recommendations – Attachment 11 summarizes the Governor's budget recommendations for funding of Board initiatives (e.g. K-12 Education Task Force Recommendations), other work of the Board, or programs under the Boards oversight and governance. Staff recommends support of the budget recommendations provided in Attachment 10.

**BOARD ACTION**

I move the Board support House Concurrent Resolution 6, Music in our Schools Month.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move the Board support Senate Bill 1029, School Turnaround Act.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move the Board support, Senate Bill 1057, Continuous Improvement Plans

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move the Board oppose, Senate Bill 1058, Charter School Administrator Certificate.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move the Board support, Senate Bill 1059, Master-based Education Network Expansion.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move the Board support, RS26561, Rural Educator Loan Repayment Program.



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Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to authorize the Executive Director to submit resident tuition waiver legislation in substantial conformance to the draft provided in Attachment 7.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to support the Governor's budget recommendations as provided in Attachment 10.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**ATTACHMENT 1**

**Introduced Education Related Legislation**

<b>Bill No.</b>	<b>Description</b>	<b>Last Action</b>	<b>Summary</b>
<a href="#">H0020</a>	Approp, perm bldg fund, amend	02/06/2019 House - Reported <b>Signed by Governor on February 6, 2019</b>	This is an FY 2019 supplemental appropriation bill for the Department of Administration's Division of Public Works for the Permanent Building Fund. It provides direction on the repurposing of an appropriation within the Permanent Building Fund allowing the \$10,000,000 appropriated for the Idaho State University Gale Life Sciences building remodel to be used for the Idaho State University Eames Complex remodel.
<a href="#">H0093</a>	Nontraditional educator preparation	02/06/2019 House - Reported Printed and Referred to Education	This bill would amend Section 33-1207A, Idaho Code, creating a provision allowing State Board of Education approved non-traditional teacher preparation programs to access state funds through the Department of Education when they have a contract with school district or charter school or consortium of school districts and/or charter schools when they provide a 1:1 match for such funding.
<a href="#">HCR006</a>	Music in our schools month	02/07/2019 House - Read second time; Filed for Third Reading	This resolution recognizes the importance of music education in Idaho public schools and proclaims the month of March as Music In Our Schools Month.
<a href="#">S1025</a>	Approp, STEM action center, add	02/07/2019 House - Received from Senate; <b>Signed by Speaker; Returned to Senate</b>	This is an FY 2019 supplemental appropriation bill for the STEM Action Center. It provides \$1,000,000 in appropriation (spending authority) in order to spend private contributions to the agency.
<a href="#">S1029</a>	School turnaround act	02/06/2019 Senate - Retained on calendar	This bill creates a new section of code formalizing the current school turnaround program housed in the Office of the State Board of Education.
<a href="#">S1030</a>	School boards, org date	02/07/2019 House - Read First Time, Referred to Education	This bill is a technical change to Section 33-506, Idaho code, correcting the date each board of school districts trustees must organize.
<a href="#">S1057</a>	School improvement plans	02/07/2019 Senate - Introduced; read first time; referred to JR for Printing	This legislation seeks to eliminate duplicate reporting of student achievement data to the state. District and charter school student

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**ATTACHMENT 1**

			achievement data is now reported in the State Department of Education's online school report card at <a href="http://www.idahoschools.org">www.idahoschools.org</a> . There is no longer a need for the district or charter school's continuous improvement plans to include this data. The bill removes the individual metrics now required to be submitted as part of the continuous improvement plans. The continuous improvement plans would, instead, simply point to the district or charter school's report card.
<a href="#">S1058</a>	Charter school administrators	02/07/2019 Senate - Introduced; read first time; referred to JR for Printing	This bill would create a new charter school administrator certificate as an alternative to traditional administrator certificates. Administrators would be eligible for a charter school administrator certificate if they (1) hold a bachelor's degree, (2) pass a criminal background check, (3) receive training on teacher evaluation, (4) demonstrate a charter school board of directors seeks to hire them and commits to overseeing their work, and (5) have a minimum amount of professional experience. This would not be a mandate on charter schools; charter school administrators could continue to hold a traditional administrator certificate or could hold a charter school administrator certificate.
<a href="#">S1059</a>	Mastery-based education	02/07/2019 Senate - Introduced; read first time; referred to JR for Printing	The legislation removes the existing statutory cap on the number of school districts and schools who can participate in the master based education incubators and moves the program from an incubator process to a collaboration network. Eligible schools would be able to participate in the Departments grant program to support transition to a mastery-based education model.
<a href="#">S1060</a>	Ed, flex sched, early graduation	02/07/2019 Senate - Introduced; read first time; referred to JR for Printing	This bill would waive the remaining graduation requirements for students who are 16 years old or older and meet the Board of Education identified "college and career readiness benchmark" on a college entrance exam or other exam identified by the Board.

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<a href="#">S1061</a>	School levies	02/07/2019 Senate - Introduced; read first time; referred to JR for Printing	This bill would a school district that had passed a Budget Stabilization Levy for seven consecutive years to pass a levy for the term of three to ten years.
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LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019

IN THE HOUSE OF REPRESENTATIVES  
HOUSE CONCURRENT RESOLUTION NO. 6

BY EDUCATION COMMITTEE

A CONCURRENT RESOLUTION

STATING FINDINGS OF THE LEGISLATURE AND RECOGNIZING MUSIC IN OUR SCHOOLS  
MONTH.

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

WHEREAS, the study of music is basic to a complete education; provides a competitive edge for successful educational reform; engages students in individual and group activity; contributes to young people's development through listening, reading, self-expression, and creativity; and develops creativity, problem-solving, and critical and evaluative skills; and

WHEREAS, music education helps students acquire skills in production and performance of music, as well as an understanding of history and culture; and

WHEREAS, music education in schools includes a broad range of types of music and active musical experiences; and

WHEREAS, music and the other arts significantly enhance the morale and quality of the school environment; and

WHEREAS, Music in Our Schools Month is the National Association for Music Education's annual monthlong celebration, held every March since 1985 to engage music educators, students, and communities in promoting the benefits of high-quality music education programs in schools; and

WHEREAS, the Idaho Music Educators Association is concerned with maintaining and improving school music programs for all students regardless of their socioeconomic status or their abilities.

NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session of the Sixty-fifth Idaho Legislature, the House of Representatives and the Senate concurring therein, that we recognize and commend the Idaho Music Educators Association for its concern for and efforts to enhance the quality of music education in Idaho schools.

BE IT FURTHER RESOLVED that we hereby recognize the month of March each year as Music in Our Schools Month in the State of Idaho, and we endorse the observance of Music in Our Schools Month as an opportunity to support the purposes and practices of music education and encourage teachers, students, and all citizens to participate.

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ATTACHMENT 3

LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1029

BY EDUCATION COMMITTEE

AN ACT

RELATING TO THE SCHOOL TURNAROUND ACT; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 61, TITLE 33, IDAHO CODE, TO PROVIDE A SHORT TITLE, TO PROVIDE DEFINITIONS, TO PROVIDE FOR THE DESIGNATION OF SCHOOLS IN NEED OF INTERVENTION, TO PROVIDE FOR A CERTAIN COMMITTEE, TO ESTABLISH PROVISIONS REGARDING INDEPENDENT SCHOOL TURNAROUND EXPERTS, TO ESTABLISH PROVISIONS REGARDING SCHOOL TURNAROUND PLANS, TO PROVIDE DUTIES FOR THE GOVERNING AUTHORITIES OF CERTAIN SCHOOLS, TO ESTABLISH PROVISIONS REGARDING FAILURE OF SCHOOLS IN NEED OF INTERVENTION TO IMPROVE, TO ESTABLISH THE SCHOOL RECOGNITION AND REWARD PROGRAM, TO ESTABLISH THE SCHOOL LEADERSHIP DEVELOPMENT PROGRAM, TO PROVIDE FOR CERTAIN REPORTS, TO ESTABLISH PROVISIONS REGARDING PUBLIC CHARTER SCHOOLS, TO PROVIDE RULEMAKING AUTHORITY, AN APPEALS PROCESS, AND DUTIES OF THE STATE DEPARTMENT OF EDUCATION, AND TO PROVIDE SEVERABILITY.

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

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 61, Title 33, Idaho Code, and to read as follows:

CHAPTER 61  
SCHOOL TURNAROUND ACT

33-6101. SHORT TITLE. This chapter shall be known and may be cited as the "School Turnaround Act."

33-6102. DEFINITIONS. As used in this chapter:

- (1) "Board" means the state board of education.
- (2) "Comprehensive needs assessment" means a process to determine and measure the discrepancy between the current condition and the desired condition of a school in need of intervention, an examination of the nature and causes of the discrepancy, and recommended prioritized actions necessary to rectify the discrepancy.
- (3) "Governing authority" means the board of trustees of a school district or the board of directors of a public charter school.
- (4) "Independent school turnaround expert" or "expert" means a person or an organization retained to develop and implement a school turnaround plan pursuant to sections 33-6104 and 33-6105, Idaho Code.
- (5) "Initial remedial year" means the school year in which a school is designated a school in need of intervention pursuant to section 33-6103, Idaho Code.
- (6) "School" means a public school or a public charter school.
- (7) "School in need of intervention" or "SNI" means a school designated as such pursuant to section 33-6103, Idaho Code.



(8) "School turnaround committee" means a committee established pursuant to section 33-6104, Idaho Code.

(9) "School turnaround plan" or "plan" means a plan to improve a school in need of intervention as further described in section 33-6106, Idaho Code.

33-6103. DESIGNATION OF SCHOOLS IN NEED OF INTERVENTION. Beginning in 2019, on or before July 15 of each year, the board shall designate schools in need of intervention from among those schools that are in the lowest-performing five percent (5%) of schools according to performance standards established by the board.

33-6104. SCHOOL TURNAROUND COMMITTEE. (1) On or before October 1 of an initial remedial year, the governing authority of a school in need of intervention shall decide whether the school will participate in a school turnaround plan as provided in this chapter and, if the school will participate, shall appoint a school turnaround committee composed of the following members:

(a) A trustee from the trustee zone where the SNI is located, if the governing authority is the board of trustees of a school district; or a member of the board of directors, if the governing authority is the board of directors of a public charter school;

(b) The principal of the SNI;

(c) Three (3) parents of students enrolled at the SNI;

(d) Three (3) teachers who work at the SNI;

(e) Two (2) community members;

(f) The superintendent of the school district, if the SNI is part of a school district; or another member of the board of directors, if the SNI is a public charter school; and

(g) Two (2) students at the SNI, if the SNI is a secondary school and at the governing authority's discretion.

(2) On or before October 30 of an initial remedial year, the governing authority and the school turnaround committee shall select an independent school turnaround expert, which expert shall, in cooperation with the school turnaround committee, develop and implement a school turnaround plan.

33-6105. INDEPENDENT SCHOOL TURNAROUND EXPERTS. (1) On or before August 30 of each year, the board shall identify two (2) or more approved independent school turnaround experts through a request for proposals process. A governing board and a school turnaround committee shall select an expert from among those experts identified by the board.

(2) To be approved by the board, an expert must:

(a) Have a credible track record of improving student academic achievement in public schools with various demographic characteristics as measured by statewide assessments;

(b) Have experience designing, implementing, and evaluating data-driven instructional systems in public schools;

(c) Have experience coaching public school administrators and teachers on designing and implementing data-driven school improvement plans;

(d) Have experience collaborating with the various entities that govern public schools;

1 (e) Have experience delivering high-quality professional development  
2 and coaching in instructional effectiveness to public school adminis-  
3 trators and teachers;

4 (f) Be willing to be compensated for professional services based on  
5 performance;

6 (g) Be willing to work with any school in need of intervention in the  
7 state, regardless of location; and

8 (h) Meet any other criteria established by the board.

9 (3) Once an expert is selected by a governing authority and a school  
10 turnaround committee, the board shall award a contract to the expert. The  
11 contract shall specify a payment schedule and payment conditions for the ex-  
12 pert.

13 (a) Up to seventy-five percent (75%) of the expert's professional fees,  
14 as established pursuant to the contract, may be paid during the expert's  
15 work under the contract.

16 (b) The remainder of the expert's professional fees will be paid when  
17 the expert successfully assists a school in need of intervention in im-  
18 proving the SNI's performance, according to criteria established by the  
19 board, within two (2) years after the initial remedial year.

20 (4) In negotiating a contract with an expert, the board shall offer:

21 (a) Differentiated amounts of funding based on student enrollment; and

22 (b) A higher amount of funding for those schools that are lowest-per-  
23 forming according to the board.

24 (5) The expert's contractual duties shall include:

25 (a) Collecting and analyzing data on the SNI's student achievement,  
26 personnel, culture, curriculum, assessments, instructional practices,  
27 governance, leadership, finances, reputation, and policies;

28 (b) Conducting a comprehensive needs assessment during the initial  
29 remedial year for the SNI, which assessment shall include recommended  
30 changes to the SNI's culture, curriculum, assessments, instructional  
31 practices, governance, finances, reputation, policies, or other areas  
32 based on data collected pursuant to paragraph (a) of this subsection;

33 (c) Developing and implementing, in partnership with the committee,  
34 a school turnaround plan that meets the criteria provided in section  
35 33-6106, Idaho Code;

36 (d) Monitoring the effectiveness of the plan through reliable means  
37 of evaluation including, but not limited to, on-site visits, observa-  
38 tions, surveys, analysis of student achievement data, and interviews;

39 (e) Providing ongoing implementation support and project management  
40 for a school turnaround plan;

41 (f) Providing high-quality professional development and coaching per-  
42 sonalized for school staff that is designed to improve the:

43 (i) Leadership capacity of the school principal;

44 (ii) Instructional capacity of the school staff; and

45 (iii) Collaborative practices of teacher and leadership teams;

46 (g) Providing job-embedded professional learning and support for all  
47 instructional staff on a weekly basis at minimum;

48 (h) Providing job-embedded professional learning for the school prin-  
49 cipal focused on proven strategies to turn around schools in need of in-

1 intervention that are aligned with Idaho standards for effective princi-  
2 pals at least monthly;

3 (i) Leveraging support from community partners to coordinate the effi-  
4 cient delivery of support to students both inside and outside the class-  
5 room;

6 (j) Collaborating as needed with school turnaround staff at the state  
7 department of education, as designated pursuant to section 33-6113(3),  
8 Idaho Code; and

9 (k) Reporting to the board on progress under the school turnaround plan  
10 according to a schedule established in the contract or at the request of  
11 the board.

12 (6) The governing authority and the school turnaround committee may not  
13 select an independent school turnaround expert who is a member of the govern-  
14 ing authority or employed by the governing authority.

15 33-6106. SCHOOL TURNAROUND PLAN. (1) A school turnaround plan shall  
16 include:

17 (a) The findings and recommendations of the comprehensive needs as-  
18 sessment conducted by the independent school turnaround expert as  
19 described in section 33-6105, Idaho Code;

20 (b) Measurable student achievement goals and objectives;

21 (c) A professional development strategy that addresses problems of in-  
22 structional practice;

23 (d) A leadership development strategy focused on proven strategies to  
24 turn around schools in need of intervention that align with the Idaho  
25 standards for effective principals;

26 (e) A detailed budget specifying how the school turnaround plan will be  
27 funded;

28 (f) A strategy to assess and monitor progress;

29 (g) A strategy to communicate and report data on progress to stakehold-  
30 ers;

31 (h) A timeline for implementation; and

32 (i) Other areas of consideration.

33 (2) On or before January 1 of an initial remedial year, the school turn-  
34 around committee shall submit the school turnaround plan to the governing  
35 authority for approval.

36 (3) On or before February 1 of an initial remedial year, the governing  
37 authority shall submit the school turnaround plan to the board for approval,  
38 except as provided in subsection (4) of this section.

39 (4) If the governing authority does not approve the school turnaround  
40 plan, the school turnaround committee may appeal the disapproval in accor-  
41 dance with rules established by the board.

42 (5) The board shall review a school turnaround plan submitted for ap-  
43 proval pursuant to this section within forty-five (45) days of submission.  
44 The board shall approve a plan that:

45 (a) Is timely;

46 (b) Is well-developed; and

47 (c) Meets the criteria established in subsection (1) of this section.

48 (6) Subject to appropriation, the board shall provide funding to a  
49 school in need of intervention for those interventions identified in an ap-

1 proved school turnaround plan if the governing authority provides matching  
2 funds of up to fifty percent (50%) or an in-kind contribution of goods or  
3 services in an amount equal to the funding the school in need of intervention  
4 would receive from the board.

5 33-6107. SCHOOL TURNAROUND -- DUTIES OF GOVERNING AUTHORITY. In addi-  
6 tion to other duties established in this chapter, the governing authority of  
7 a school in need of intervention:

- 8 (1) Shall prioritize funding and resources to the SNI; and  
9 (2) May exercise authority over staff, schedule, policies, budget, and  
10 academic programs to implement the school turnaround plan.

11 33-6108. FAILURE TO IMPROVE. (1) A school in need of intervention that  
12 participates in a school turnaround plan but does not improve its perfor-  
13 mance, according to criteria established by the board, within two (2) years  
14 after the initial remedial year may be granted an extension by the board for  
15 up to two (2) years to continue school improvement efforts. To be granted an  
16 extension, the school must demonstrate to the board's satisfaction that im-  
17 provement is likely with an extension.

18 (2) The board may extend or change the contract of an independent school  
19 turnaround expert working with an SNI that has been granted an extension or,  
20 at the request of the governing authority and the school turnaround commit-  
21 tee, may enter a contract with another school turnaround expert.

- 22 (3) An SNI granted an extension is eligible for:  
23 (a) Continued funding pursuant to section 33-6106, Idaho Code; and  
24 (b) The school recognition and reward program established by section  
25 33-6109, Idaho Code.

26 (4) An SNI that fails to improve, according to criteria established by  
27 the board, within two (2) years after being granted an extension, or an SNI  
28 that fails to improve and is not granted an extension, will be referred to  
29 the board for recommendations on further action regarding the SNI, including  
30 options to increase or reduce funds and resources allocated to the school.

31 33-6109. SCHOOL RECOGNITION AND REWARD PROGRAM. (1) The board shall  
32 establish in rule criteria for measuring improvement in schools in need of  
33 intervention.

34 (2) Subject to available funding, the board shall annually distribute  
35 monetary rewards to:

- 36 (a) Schools in need of intervention that meet the criteria for improve-  
37 ment, including schools that have been granted an extension pursuant to  
38 section 33-6108, Idaho Code; and  
39 (b) Administrators and teachers at schools in need of intervention that  
40 qualify for a reward pursuant to paragraph (a) of this subsection.  
41 (3) The board shall establish in rule a reward schedule for rewards  
42 granted pursuant to this section.

43 (4) When a school in need of intervention receives a reward pursuant to  
44 this section, the principal of such school shall, in consultation with the  
45 school turnaround committee and the faculty and staff at the school, deter-  
46 mine how to use the reward in the best interest of the school, which may in-  
47 clude providing bonuses to school employees.

1 33-6110. SCHOOL LEADERSHIP DEVELOPMENT PROGRAM. (1) As used in this  
2 section, "school leader" means a principal or an assistant principal.

3 (2) There is hereby created the school leadership development program,  
4 the intent of which is to increase the number of highly effective school  
5 leaders capable of initiating, achieving, and sustaining school improvement  
6 efforts.

7 (3) The board shall identify one (1) or more providers through a request  
8 for proposals process to develop or provide leadership development training  
9 that emphasizes proven strategies for improving schools for school leaders  
10 and aspiring school leaders who:

11 (a) Are not currently the leader of a school participating in a school  
12 turnaround plan under section 33-6104, Idaho Code; and

13 (b) Are willing to work in schools in need of intervention for at least  
14 three (3) years.

15 (4) Subject to available funding, the board shall provide incentive pay  
16 to a school leader who:

17 (a) Completes training pursuant to this section; and

18 (b) Agrees to work for at least three (3) years in a school in need of  
19 intervention.

20 (5) Following the 2020-2021 school year, and each year thereafter, the  
21 board shall:

22 (a) Identify school leaders at schools participating in a school turn-  
23 around plan who have successfully implemented proven strategies for im-  
24 proving schools; and

25 (b) Create opportunities for such leaders to share their methods with  
26 aspiring leaders participating in the school leadership development  
27 program.

28 (6) The board shall establish provisions regarding the school leader-  
29 ship development program in rule, including application procedures for the  
30 program and criteria for selecting school leaders from the applicant pool.

31 33-6111. REPORTS. Twice each year, by January 31 and August 31, the  
32 board shall report to the senate and house of representatives education com-  
33 mittees on the status of school improvement and the effectiveness of this  
34 chapter in improving Idaho schools.

35 33-6112. CHARTER SCHOOLS. Nothing in this chapter shall interfere  
36 with the right of an authorized chartering entity to revoke a public charter  
37 school's charter pursuant to section 33-5209C, Idaho Code, and such action  
38 may be taken in lieu of other procedures provided in this chapter if autho-  
39 rized by law or rule.

40 33-6113. RULES -- APPEALS -- DUTIES OF DEPARTMENT. (1) The board is au-  
41 thorized to promulgate rules to implement and enforce the provisions of this  
42 chapter.

43 (2) The board shall establish in rule an appeals process for when a  
44 school turnaround plan is not approved by a governing authority or by the  
45 board.

46 (3) The state department of education shall designate a person or per-  
47 sons to provide resources, assistance, data, information, or support to the

1 board, governing authorities, school turnaround committees, independent  
2 school turnaround experts, and schools in need of intervention.

3 33-6114. SEVERABILITY. The provisions of this chapter are hereby de-  
4 clared to be severable and if any provision of this chapter or the applica-  
5 tion of such provision to any person or circumstance is declared invalid for  
6 any reason, such declaration shall not affect the validity of the remaining  
7 portions of this chapter.



LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1057

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-320, IDAHO CODE, TO REVISE PROVISIONS REGARDING CONTINUOUS IMPROVEMENT PLANS FOR SCHOOL DISTRICTS AND PUBLIC CHARTER SCHOOLS.

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

SECTION 1. That Section 33-320, Idaho Code, be, and the same is hereby amended to read as follows:

33-320. CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

(i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;

(ii) Set clear and measurable targets based on student outcomes;

(iii) Include a clearly developed and articulated vision and mission;

(iv) Include key indicators for monitoring performance; and

(v) Include, at a minimum, the ~~statewide student readiness and student improvement achievement and growth metrics, and reported on each school and district's report card as required by the state board of education and published by the state department of education~~

~~(vi) Include a report of progress toward the previous year's improvement goals.~~

(c) The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year.

(d) The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

(3) The plan must be made available to the public and shall be posted on the school district or charter school website.

(4) Of the moneys appropriated in the public schools educational support program, up to six thousand six hundred dollars (\$6,600) shall be

1 distributed to each school district and public charter school to be expended  
2 for training purposes for district superintendents and boards of trustees,  
3 public charter school administrators and boards of directors. Funds shall  
4 be distributed on a reimbursement basis based on a process prescribed by the  
5 superintendent of public instruction. Qualified training shall include  
6 training for continuous improvement processes and planning, strategic plan-  
7 ning, finance, superintendent evaluations, public charter administrator  
8 evaluations, ethics and governance.

9 (5) ~~(a) As used in this section, "statewide student readiness and im-~~  
10 ~~provement metrics" means metrics established by the state board of ed-~~  
11 ~~ucation applicable to three (3) grade bands that include high school,~~  
12 ~~middle grades and elementary grades and early reading readiness, which~~  
13 ~~metrics will be referred to as the:~~

- 14 ~~(i) Career and college readiness metric;~~
- 15 ~~(ii) Career and college readiness improvement metric;~~
- 16 ~~(iii) High school readiness metric;~~
- 17 ~~(iv) High school readiness improvement metric;~~
- 18 ~~(v) Grade 7 readiness metric;~~
- 19 ~~(vi) Grade 7 readiness improvement metric;~~
- 20 ~~(vii) Grade 4 reading readiness metric;~~
- 21 ~~(viii) Grade 4 reading readiness improvement metric;~~
- 22 ~~(ix) Grade 3 reading readiness metric;~~
- 23 ~~(x) Grade 3 reading readiness improvement metric;~~
- 24 ~~(xi) Grade 2 reading readiness metric;~~
- 25 ~~(xii) Grade 2 reading readiness improvement metric;~~
- 26 ~~(xiii) Grade 1 reading readiness metric; and~~
- 27 ~~(xiv) Grade 1 reading readiness improvement metric.~~

28 ~~(b) The readiness score shall be the percent of exiting students that~~  
29 ~~are prepared to continue to the next educational level.~~

30 ~~(c) The readiness improvement score shall be the year-over-year im-~~  
31 ~~provement in the readiness score of the school.~~

32 ~~(d) Statewide student readiness and improvement metrics shall be cal-~~  
33 ~~culated at the school level and reported annually on the progress re-~~  
34 ~~port.~~

35 ~~(6) The state board of education shall be granted rulemaking author-~~  
36 ~~ity to establish appropriate procedures, qualifications and guidelines for~~  
37 ~~qualified training providers and shall prepare a list of qualified training~~  
38 ~~providers within the state of Idaho.~~

LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1058

BY EDUCATION COMMITTEE

AN ACT

RELATING TO CHARTER SCHOOLS; AMENDING SECTION 33-5206, IDAHO CODE, TO ESTABLISH PROVISIONS REGARDING CERTIFICATES FOR CHARTER SCHOOL ADMINISTRATORS AND TO MAKE TECHNICAL CORRECTIONS.

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

SECTION 1. That Section 33-5206, Idaho Code, be, and the same is hereby amended to read as follows:

33-5206. REQUIREMENTS AND PROHIBITIONS OF A PUBLIC CHARTER SCHOOL. (1) In addition to any other requirements imposed in this chapter, a public charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state or local law. Public charter schools shall comply with the federal individuals with disabilities education act. Admission to a public charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a new replication or conversion public charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the contiguous and compact primary attendance area of that public charter school.

(2) No board of trustees shall require any employee of the school district to be involuntarily assigned to work in a public charter school.

(3) Certified teachers in a public charter school shall be considered public school teachers. Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school. The staff of the public charter school shall be considered a separate unit for the purposes of collective bargaining.

(4) Employment of charter school teachers and administrators shall be on written contract conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Administrators may be certified pursuant to the requirements set forth in chapter 12, title 33, Idaho Code, pertaining to traditional public schools, or may hold a charter school administrator certificate. An applicant is eligible for a charter school administrator certificate if the applicant:

(a) Holds a bachelor's degree from an accredited four (4) year institution;

(b) Submits to a criminal history check as described in section 33-130, Idaho Code;

1       (c) Completes a course consisting of a minimum of three (3) semester  
2       credits in the statewide framework for teacher evaluations, which shall  
3       include a laboratory component;

4       (d) Submits a letter from a charter school board of directors stating  
5       that the board of directors has carefully considered the applicant's  
6       candidacy, has chosen to hire the applicant, and is committed to over-  
7       seeing the applicant's performance; and

8       (e) Has one (1) or more of the following:

9           (i) Five (5) or more years of experience administering a public  
10          charter school;

11          (ii) A post-baccalaureate degree and a minimum of five (5) years  
12          of experience in school administration, public administration,  
13          business administration, or military administration;

14          (iii) Successful completion of a nationally recognized charter  
15          school leaders fellowship; or

16          (iv) Five (5) or more years of teaching experience and a commit-  
17          ment from an administrator at a charter school in academic, opera-  
18          tional, and financial good standing according to its authorizer's  
19          most recent review to mentor the applicant for a minimum of one (1)  
20          year.

21       A charter school administrator certificate shall be valid for five (5) years  
22       and renewable thereafter. Administrators shall be subject to oversight  
23       by the professional standards commission. Certificates may be revoked  
24       pursuant to the provisions of section 33-1208, Idaho Code. Issuance of a  
25       certificate to any applicant may be refused for such reason as would have  
26       constituted grounds for revocation.

27       (5) No board of trustees shall require any student enrolled in the  
28       school district to attend a public charter school.

29       (6) Authorized chartering entities may establish reasonable pre-open-  
30       ing requirements or conditions to monitor the start-up progress of newly  
31       approved public charter schools and ensure that they are prepared to open  
32       smoothly on the date agreed, and to ensure that each school meets all build-  
33       ing, health, safety, insurance and other legal requirements for school  
34       opening.

35       (7) Each public charter school shall annually submit the audit of its  
36       fiscal operations to the authorized chartering entity.

37       (8) A public charter school or the authorized chartering entity may  
38       enter into negotiations to revise a charter or performance certificate at  
39       any time. If a public charter school petitions to revise its charter or  
40       performance certificate, the authorized chartering entity's review of the  
41       revised petition shall be limited in scope solely to the proposed revisions.  
42       Except for public charter schools authorized by a school district board of  
43       trustees, when a non-virtual public charter school submits a proposed char-  
44       ter revision to its authorized chartering entity and such revision includes  
45       a proposal to increase such public charter school's approved student enroll-  
46       ment cap by ten percent (10%) or more, the authorized chartering entity shall  
47       hold a public hearing on such petition. The authorized chartering entity  
48       shall provide the board of the local school district in which the public  
49       charter school is physically located notice in writing of such hearing no  
50       later than thirty (30) days prior to the hearing. The public hearing shall

1 include any oral or written comments that an authorized representative of  
2 the school district in which the public charter school is physically located  
3 may provide regarding the impact of the proposed charter revision upon the  
4 school district. Such public hearing shall also include any oral or written  
5 comments that any petitioner may provide regarding the impact of the pro-  
6 posed charter revision upon such school district.

7 (9) When a charter is nonrenewed pursuant to the provisions of section  
8 33-5209B, Idaho Code, revoked pursuant to section 33-5209C, Idaho Code, or  
9 the board of directors of the public charter school terminates the charter,  
10 the assets of the public charter school remaining after all debts of the pub-  
11 lic charter school have been satisfied must be returned to the authorized  
12 chartering entity for distribution in accordance with applicable law.

13 (10) Public charter schools may contract with educational services  
14 providers subject to the following provisions:

15 (a) Educational services providers, whether for-profit or nonprofit,  
16 shall be third-party entities separate from the public charter schools  
17 with which they contract. Educational services providers shall not be  
18 considered governmental entities.

19 (b) No more than one-third (1/3) of the public charter school's board  
20 membership may be comprised of nonprofit educational services provider  
21 representatives. Nonprofit educational services provider repre-  
22 sentatives may not be employees of the public charter school or the  
23 educational services provider and may not hold office as president or  
24 treasurer on the public charter school's board. For-profit educational  
25 services providers may not have representatives on the public charter  
26 school's board of directors.

27 (c) Public charter school board of director members shall annually dis-  
28 close any existing and potential conflicts of interest, pecuniary or  
29 otherwise, with affiliated educational services providers.

30 (d) Charter holders shall retain responsibility for academic, fiscal  
31 and organizational operations and outcomes of the school and may not re-  
32 relinquish this responsibility to any other entity.

33 (e) Contracts must ensure that school boards retain the right to termi-  
34 nate the contract for failure to meet defined performance standards.

35 (f) Contracts must ensure that assets purchased by educational ser-  
36 vices providers on behalf of the school, using public funds, shall  
37 remain assets of the school. The provisions of this paragraph shall  
38 not prevent educational services providers from acquiring assets using  
39 revenue acquired through management fees.

40 (g) Charter holders shall consult legal counsel independent of the  
41 party with whom they are contracting for purposes of reviewing the  
42 school's management contract and facility lease or purchase agreements  
43 to ensure compliance with applicable state and federal law, including  
44 requirements that state entities not enter into contracts that obligate  
45 them beyond the terms of any appropriation of funds by the state legis-  
46 lature.

47 (h) Charter holders must ensure that their facility contracts are sepa-  
48 rate from any and all management contracts.

49 (i) Prior to approval of the charter petition indicating the school  
50 board's intention to contract with an educational services provider,

1 authorized chartering entities shall conduct a thorough evaluation of  
2 the academic, financial and organizational outcomes of other schools  
3 that have contracted with the educational services provider and evi-  
4 dence of the educational services provider's capacity to successfully  
5 grow the public charter school while maintaining quality management and  
6 instruction in existing schools.

7 (11) Admission procedures, including provision for overenrollment,  
8 shall provide that the initial admission procedures for a new public charter  
9 school or replication public charter school will be determined by lottery or  
10 other random method, except as otherwise provided herein.

11 (a) If initial capacity is insufficient to enroll all pupils who submit  
12 a timely application, then the admission procedures may provide that  
13 preference shall be given in the following order: first, to children  
14 of founders, provided that this admission preference shall be limited  
15 to not more than ten percent (10%) of the capacity of the public charter  
16 school; second, to siblings of pupils already selected by the lottery  
17 or other random method; third, to pupils seeking to transfer from an-  
18 other Idaho public charter school at which they have been enrolled for  
19 at least one (1) year, provided that this admission preference shall be  
20 subject to an existing written agreement for such preference between  
21 the subject charter schools; fourth, to students residing within the  
22 primary attendance area of the public charter school; and fifth, by an  
23 equitable selection process such as a lottery or other random method.  
24 If so stated in its petition, a new public charter school or replication  
25 public charter school may include the children of full-time employees  
26 of the public charter school within the first priority group subject to  
27 the limitations therein. Otherwise, such children shall be included in  
28 the highest priority group for which they would otherwise be eligible.

29 (b) If capacity is insufficient to enroll all pupils who submit a timely  
30 application for subsequent school terms, then the admission procedures  
31 may provide that preference shall be given in the following order:  
32 first, to pupils returning to the public charter school in the second or  
33 any subsequent year of its operation; second, to children of founders,  
34 provided that this admission preference shall be limited to not more  
35 than ten percent (10%) of the capacity of the public charter school;  
36 third, to siblings of pupils already enrolled in the public charter  
37 school; fourth, to pupils seeking to transfer from another Idaho pub-  
38 lic charter school at which they have been enrolled for at least one  
39 (1) year, provided that this admission preference shall be subject to  
40 an existing written agreement for such preference between the subject  
41 charter schools; fifth, to students residing within the primary at-  
42 tendance area of the public charter school; and sixth, by an equitable  
43 selection process such as a lottery or other random method. There shall  
44 be no carryover from year to year of the list maintained to fill vacan-  
45 cies. A new lottery shall be conducted each year to fill vacancies that  
46 become available. If so stated in its petition, a public charter school  
47 may include the following children within the second priority group  
48 subject to the limitations therein:

49 (i) The children of full-time employees of the public charter  
50 school; and



1           (ii) Children who attended the public charter school within the  
2           previous three (3) school years, but who withdrew as a result of  
3           the relocation of a parent or guardian due to an academic sabbati-  
4           cal, employer or military transfer or reassignment.  
5       Otherwise, such children shall be included in the highest priority  
6       group for which they would otherwise be eligible.  
7       (12) Public charter schools shall comply with section 33-119, Idaho  
8       Code, as it applies to secondary school accreditation.  
9       (13) Public charter school students shall be tested with the same stan-  
10      dardized tests as other Idaho public school students.

LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1059

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1632, IDAHO CODE, TO REVISE PROVISIONS REGARDING MASTERY-BASED EDUCATION AND TO ESTABLISH THE IDAHO MASTERY EDUCATION NETWORK.

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

SECTION 1. That Section 33-1632, Idaho Code, be, and the same is hereby amended to read as follows:

33-1632. MASTERY-BASED EDUCATION. (1) The legislature finds that moving toward a mastery-based model of education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students. The legislature further finds that moving from the current time-based system with to a mastery-based model approach will allow for more personalized and differentiated learning; create a focus on explicit, measurable, transferable learning objectives that empower students; and emphasize competencies that include application and knowledge along with skill development.

(2) The state department of education shall perform the following activities to move Idaho toward a mastery-based education system:

(a) ~~Conduct a~~ Provide ongoing statewide outreach and communications to increase awareness campaign to promote and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers;

(b) ~~Establish a committee of educators to identify roadblocks and possible solutions in implementing mastery-based education and develop recommendations for the incubator process; and~~

~~(c) Facilitate the planning and development of an incubator process and assessments of local education agencies to identify the initial cohort of up to twenty (20) local education agencies to serve as incubators in fiscal year 2017.~~

Facilitate and maintain the Idaho mastery education network composed of Idaho public school districts and charter schools that collaborate to transition Idaho to mastery-based education. The network shall:

(i) Advise the superintendent of public instruction and the state board of education on the progress of the transition to mastery-based education;

(ii) Develop evidence-based recommendations for continued implementation;

(iii) Implement the policies of the legislature and the state board of education for the transition to mastery-based education; and

- 1           (iv) Provide network resources, including professional develop-  
2           ment, coaching, and best practices, to Idaho public school dis-  
3           tricts and charter schools; and
- 4           (c) Create a sustainability plan for statewide scaling of mas-  
5           tery-based education and ensure that all public school districts and  
6           charter schools participating in the Idaho mastery education network  
7           develop plans that describe how the public school district or charter  
8           school will maintain a mastery-based approach to education. Plans must  
9           include a process to develop the rubrics and assessments necessary to  
10           determine mastery and award credit.
- 11           (3) The state department of education may expend or distribute mon-  
12           eys appropriated for purposes identified in subsection (2) of this section  
13           directly to public school districts and charter schools that are participat-  
14           ing in the mastery education network and have applied and been selected to  
15           receive mastery-based education grants. The cost of activities provided for  
16           in this section shall be paid by the state department of education from mon-  
17           eys appropriated for this program in the educational support program budget  
18           as provided for in section 33-1002, Idaho Code.
- 19           (4) Any public school district or charter school may participate in the  
20           mastery education network by applying to the state department of education,  
21           even if such district or school is not selected to receive mastery-based edu-  
22           cation grants.
- 23           (5) ~~Not~~ No later than January 31 of each year, the state department of  
24           education shall report annually to the state board of education and the ed-  
25           ucation committees of the senate and the house of representatives regarding  
26           the progress toward implementing mastery-based education.
- 27           (56) For purposes of this section:
- 28           (a) ~~"Incubator process" means a process where districts and charter~~  
29           ~~schools that are willing and ready to start moving toward a mas-~~  
30           ~~tery-based education system would be identified through site assess-~~  
31           ~~ments and would form an initial cohort of incubators for mastery-based~~  
32           ~~education. The incubators would receive support for staff profes-~~  
33           ~~sional development, stakeholder education and ongoing assessment and~~  
34           ~~coaching. These incubators would provide data and best practices for~~  
35           ~~continued implementation of mastery-based education.~~
- 36           ~~(b)~~ "Mastery-based education system" means an education system where  
37           student progress is based upon a student's demonstration of mastery of  
38           competencies and content, not seat time or the age or grade level of the  
39           student.
- 40           (b) "Network" means the Idaho mastery education network.

RS26561

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LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019  
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IN THE \_\_\_\_\_

BILL NO. \_\_\_\_\_

BY \_\_\_\_\_

AN ACT

RELATING TO THE QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 61, TITLE 33, IDAHO CODE, TO ESTABLISH THE QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM AND TO PROVIDE RULEMAKING AUTHORITY, TO DEFINE TERMS, TO PROVIDE DUTIES OF THE STATE BOARD OF EDUCATION AND STATE DEPARTMENT OF EDUCATION REGARDING CRITICAL QUALITY EDUCATOR SHORTAGES, TO PROVIDE LOAN REPAYMENT ASSISTANCE AND ELIGIBILITY AND AWARD CRITERIA, AND TO PROVIDE FOR AWARD PROTOCOLS AND STATUTORY CONSTRUCTION; AND PROVIDING SEVERABILITY.

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

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 61, Title 33, Idaho Code, and to read as follows:

CHAPTER 61

QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM

33-6101. QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM -- RULEMAKING. A quality educator loan assistance program as set forth in this chapter shall be administered by the state board of education. The program shall provide for the direct repayment of educational loans of eligible quality educators. The state board of education shall promulgate rules to implement the provisions of this chapter.

33-6102. DEFINITIONS. As used in this chapter:

(1) "Educational loans" means all loans made pursuant to a federal loan program, except federal parent loans for undergraduate students (PLUS), as provided in 20 U.S.C. 1078-2.

(2) "Federal loan program" means educational loans authorized by 20 U.S.C. 1071 et seq., 20 U.S.C. 1087a et seq., and 20 U.S.C. 1087aa et seq.

(3) "Quality educator" means a full-time, standard certificated individual employed as an instructional or a pupil service employee in an Idaho school district or at a public charter school.

33-6103. CRITICAL QUALITY EDUCATOR SHORTAGES. (1) The state board of education in cooperation with the state department of education shall identify specific schools that are impacted by critical quality educator shortages using the following criteria:

(a) Rural isolation of the school pursuant to section 33-319, Idaho Code; or

(b) Economic disadvantage of the school based on eligibility for funds under title I, part A of the federal elementary and secondary education act, as amended.

RS26561



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(2) Quality educators who are employed at schools identified in subsection (1) of this section are eligible for repayment of all or part of any such educator's outstanding educational loans existing at the time of application in accordance with the eligibility and award criteria established in this chapter up to the amount specified in section 33-6104, Idaho Code, and in rules promulgated by the state board of education.

33-6104. LOAN REPAYMENT ASSISTANCE -- ELIGIBILITY AND AWARD CRITERIA. (1) Loan repayment assistance may be provided on behalf of a quality educator who:

(a) Is employed in a school identified pursuant to section 33-6103, Idaho Code;

(b) Has a signed contract with such school; and

(c) Has an educational loan that is not in default and that has a minimum unpaid current balance of at least one thousand dollars (\$1,000) at the time of application.

(2) In order to qualify for loan repayment assistance under this chapter, a quality educator shall submit an application to the state board of education in accordance with rules promulgated by the state board. The application shall include official verification or proof of the applicant's total unpaid accumulated educational loan debt and any other documentation as required by the state board for verification of the applicant's eligibility.

(3) A quality educator is eligible for loan repayment assistance for up to four (4) years, provided that the educator remains employed at the same school or by the same school district. The total annual loan repayment assistance shall be:

(a) One thousand five hundred dollars (\$1,500) for the first year;

(b) Two thousand five hundred dollars (\$2,500) for the second year;

(c) Three thousand five hundred dollars (\$3,500) for the third year; and

(d) Four thousand five hundred dollars (\$4,500) for the fourth year.

(4) The state board may remit payment of the loan on behalf of the quality educator in accordance with the requirements of this chapter and rules promulgated by the state board.

33-6105. AWARD PROTOCOLS -- CONSTRUCTION. (1) The state board of education shall promulgate rules to establish protocols for determining the number of loan repayment assistance awards that will be made annually based on available appropriations for the program.

(2) The state board of education shall define the criteria for determining the schools that are most impacted by quality educator shortages.

(3) Nothing in this chapter may be construed to require the provision of loan repayment assistance without an appropriation for that purpose.

SECTION 2. SEVERABILITY. The provisions of this act are hereby declared to be severable and if any provision of this act or the application of such provision to any person or circumstance is declared invalid for any reason, such declaration shall not affect the validity of the remaining portions of this act.

TITLE 33  
EDUCATION  
CHAPTER 37

MISCELLANEOUS PROVISIONS RELATING TO STATE INSTITUTIONS OF  
LEARNING

33-3717C. WAIVING FEES OR TUITION FOR CERTAIN RESIDENT OR NONRESIDENT STUDENTS. (1) Notwithstanding any other provision of law the state board of education and the board of regents of the university of Idaho may determine when to grant a full or partial waiver of fees or tuition charged to nonresident students pursuant to reciprocal agreements with other states, or to resident students. In making this determination, the state board of education and the board of regents of the university of Idaho shall consider the potential of the waiver to:

- (a) Enhance educational opportunities for Idaho residents;
- (b) Promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- (c) Contribute to the quality of educational programs; and
- (d) Assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education.

(2) Consistent with the determinations made pursuant to subsection (1) hereof, the state board of education and the board of regents of the university of Idaho may enter into agreements with other states to provide for a full or partial reciprocal waiver of fees or tuition charged to students. Each agreement shall provide for the numbers and identifying criteria of students, and shall specify the institutions of higher education that will be affected by the agreement.

(3) The state board of education and the board of regents of the university of Idaho shall establish policy guidelines for the administration by the affected Idaho institutions of any tuition waivers authorized under this section, for evaluating applicants for such waivers, and for reporting the results of the reciprocal waiver programs authorized in this section.

(4) A report and financial analysis of any waivers authorized under this section shall be submitted annually to the legislature as part of the budget recommendations of the state board of education and the board of regents of the university of Idaho for the system of higher education in this state.

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LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019  
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This bill draft contains confidential and privileged information exempt from disclosure under Section 74-109(1), Idaho Code. If you have received this message by mistake, please notify us immediately by replying to this message or telephoning the Legislative Services Office at (208) 334-2475.

AN ACT

RELATING TO EDUCATION; AMENDING THE HEADING FOR CHAPTER 10, TITLE 33, IDAHO CODE, TO REVISE THE CHAPTER TITLE; AMENDING SECTION 33-1001, IDAHO CODE, TO REMOVE DEFINITIONS, TO REVISE DEFINITIONS AND TO DEFINE TERMS; REPEALING SECTION 33-1002, IDAHO CODE, RELATING TO THE EDUCATIONAL SUPPORT PROGRAM; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1002, IDAHO CODE, TO PROVIDE FOR THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM AND STUDENT-BASED FOUNDATION FUNDING; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1002A, IDAHO CODE, TO PROVIDE FOR SPECIAL PROGRAMS SUPPORT; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1002B, IDAHO CODE, TO PROVIDE FOR STUDENT ENROLLMENT COUNTS AND RULEMAKING; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1002C, IDAHO CODE, TO PROVIDE FOR WEIGHTS AND RULEMAKING; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1002D, IDAHO CODE, TO PROVIDE A HOLD HARMLESS PROVISION AND PROVISIONS RELATING TO ANNUAL FUNDING INCREASES; REPEALING SECTION 33-1003, IDAHO CODE, RELATING TO SPECIAL APPLICATION OF EDUCATIONAL SUPPORT PROGRAM; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1003, IDAHO CODE, TO PROVIDE FOR PAYMENTS TO LOCAL EDUCATION AGENCIES; REPEALING SECTION 33-1003A, IDAHO CODE, RELATING TO THE CALCULATION OF AVERAGE DAILY ATTENDANCE; REPEALING SECTION 33-1003C, IDAHO CODE, RELATING TO SPECIAL APPLICATION OF TECHNOLOGY INSTRUCTION; REPEALING SECTION 33-1004, IDAHO CODE, RELATING TO STAFF ALLOWANCE; REPEALING SECTION 33-1004A, IDAHO CODE, RELATING TO THE EXPERIENCE AND EDUCATION MULTIPLIER; AMENDING SECTION 33-1004B, IDAHO CODE, TO REDESIGNATE THE SECTION, TO AMEND PROVISIONS RELATING TO THE CAREER LADDER AND TO PROVIDE PROVISIONS RELATING TO LOCAL SALARY SCHEDULES; REPEALING SECTION 33-1004C, IDAHO CODE, RELATING TO BASE AND MINIMUM SALARIES, LEADERSHIP PREMIUMS AND THE EDUCATION AND EXPERIENCE INDEX; AMENDING SECTION 33-1004E, IDAHO CODE, TO REDESIGNATE THE SECTION AND TO REMOVE PROVISIONS REGARDING SALARY-BASED APPORTIONMENT; AMENDING SECTION 33-1004F, IDAHO CODE, TO REDESIGNATE THE SECTION, TO REMOVE PROVISIONS RELATING TO SALARY-BASED APPORTIONMENT, TO PROVIDE PROVISIONS RELATING TO LOCAL SALARY SCHEDULES AND TO CORRECT CODE REFERENCES; AMENDING SECTION 33-1004I, IDAHO CODE, TO REDESIGNATE THE SECTION, TO PROVIDE CORRECT TERMINOLOGY AND TO REMOVE A DEFINITION; AMENDING SECTION 33-1004J, IDAHO CODE, TO REDESIGNATE THE SECTION, TO PROVIDE CORRECT TERMINOLOGY, TO CORRECT A CODE REFERENCE, TO REMOVE A DEFINITION AND TO REQUIRE THAT CERTAIN PROVISIONS ARE REVIEWED BY THE LEGISLATURE; AMENDING SECTION 33-1002B, IDAHO CODE, TO REDESIGNATE THE SECTION, TO REMOVE REFERENCES TO SUPPORT UNIT AND AVERAGE DAILY ATTENDANCE, TO PROVIDE REFERENCES TO THE FOUNDATION AND STUDENT ENROLLMENT COUNTS AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-1002C, IDAHO CODE, TO REDESIGNATE THE SECTION; AMENDING

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1 SECTION 33-1002F, IDAHO CODE, TO REDESIGNATE THE SECTION, TO REMOVE  
2 PROVISIONS RELATING TO SUPPORT UNITS AND TO CORRECT A CODE REFERENCE;  
3 AMENDING SECTION 33-1002E, IDAHO CODE, TO REDESIGNATE THE SECTION;  
4 AMENDING SECTION 33-1002G, IDAHO CODE, TO REDESIGNATE THE SECTION AND  
5 TO REMOVE A CARER TECHNICAL SCHOOL REQUIREMENT RELATING TO SECONDARY  
6 SUPPORT UNITS; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDI-  
7 TION OF A NEW SECTION 33-1005E, IDAHO CODE, TO PROVIDE FOR THE PUBLIC  
8 SCHOOL CLASSROOM TECHNOLOGY PROGRAM; REPEALING SECTION 33-1009, IDAHO  
9 CODE, RELATING TO PAYMENTS FROM THE PUBLIC SCHOOL INCOME FUND; AMENDING  
10 SECTION 33-1007A, IDAHO CODE, TO REDESIGNATE THE SECTION, TO PROVIDE  
11 CORRECT TERMINOLOGY AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SEC-  
12 TION 33-1010, IDAHO CODE, TO PROVIDE TECHNICAL CORRECTIONS; AMENDING  
13 SECTION 33-1005, IDAHO CODE, TO REDESIGNATE THE SECTION, TO PROVIDE  
14 CORRECT TERMINOLOGY, TO REMOVE A REFERENCE TO AVERAGE DAILY ATTENDANCE  
15 AND TO PROVIDE A REFERENCE TO STUDENT ENROLLMENT COUNTS; REPEALING  
16 SECTION 33-1017, IDAHO CODE, RELATING TO THE SCHOOL SAFETY AND HEALTH  
17 REVOLVING LOAN AND GRANT FUND; AMENDING SECTION 33-1018, IDAHO CODE,  
18 TO REMOVE REFERENCES TO DISCRETIONARY FUNDING, TO PROVIDE FOR PUBLIC  
19 SCHOOL STUDENT-BASED FOUNDATION FUNDING VARIABILITY AND TO REVISE RE-  
20 LATED PROVISIONS, REPEALING SECTION 33-1021, IDAHO CODE, RELATING TO  
21 MATH AND SCIENCE REQUIREMENT; AMENDING SECTION 33-1024, IDAHO CODE, TO  
22 REVISE PROVISIONS RELATING TO MONEYS FOR CERTAIN ONLINE PORTALS; AMEND-  
23 ING SECTION 33-309, IDAHO CODE, TO REMOVE A REFERENCE TO AVERAGE DAILY  
24 ATTENDANCE AND TO PROVIDE A REFERENCE TO STUDENT ENROLLMENT COUNT;  
25 AMENDING SECTION 33-317, IDAHO CODE, TO CORRECT A CODE REFERENCE;  
26 AMENDING SECTION 33-515, IDAHO CODE, TO REMOVE AN EXCEPTION RELATING TO  
27 A REQUIREMENT FOR RENEWABLE CONTRACT STATUS AND TO REMOVE PROVISIONS  
28 RELATING TO SALARY-BASED APPORTIONMENT; AMENDING SECTION 33-522, IDAHO  
29 CODE, TO REVISE PROVISIONS RELATING TO A FINANCIAL EMERGENCY; AMENDING  
30 SECTION 33-801A, IDAHO CODE, TO REMOVE A PROVISION RELATING TO SUPPORT  
31 UNITS; AMENDING SECTION 33-804, IDAHO CODE, TO REVISE QUALIFICATIONS  
32 FOR SUBMITTING A CERTAIN QUESTION TO ELECTORS OF A SCHOOL DISTRICT AND  
33 TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-805, IDAHO CODE,  
34 TO REVISE PROVISIONS RELATING TO THE SCHOOL EMERGENCY FUND LEVY AND  
35 TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-905, IDAHO CODE,  
36 TO REVISE PROVISIONS RELATING TO THE SCHOOL DISTRICT BUILDING ACCOUNT  
37 AND TO CORRECT A CODE REFERENCE; AMENDING SECTION 33-906, IDAHO CODE,  
38 TO REMOVE A CODE REFERENCE; AMENDING SECTION 33-906B, IDAHO CODE, TO  
39 REVISE PROVISIONS RELATING TO THE VALUE INDEX CALCULATION AND TO MAKE  
40 TECHNICAL CORRECTIONS; AMENDING SECTION 33-1405, IDAHO CODE, TO REVISE  
41 PROVISIONS RELATING TO RATES OF TUITION, TO PROVIDE CORRECT TERMINOL-  
42 OGY AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-1406, IDAHO  
43 CODE, TO CORRECT A CODE REFERENCE AND TO MAKE TECHNICAL CORRECTIONS;  
44 AMENDING SECTION 33-1613, IDAHO CODE, TO REMOVE PROVISIONS RELATING TO  
45 THE SCHOOL SAFETY AND HEALTH REVOLVING LOAN AND GRANT FUND; AMENDING  
46 SECTION 33-1619, IDAHO CODE, TO REVISE PROVISIONS RELATING TO VIRTUAL  
47 EDUCATION PROGRAMS AND TO CORRECT CODE REFERENCES; AMENDING SECTION  
48 33-1627, IDAHO CODE, TO REVISE PROVISIONS RELATING TO THE MONEYS AP-  
49 PROPRIATED FOR THE MATH INITIATIVE PROGRAM; AMENDING SECTION 33-2004,  
50 IDAHO CODE, TO REMOVE REFERENCES TO DAILY ATTENDANCE, TO PROVIDE PROVI-

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SIONS RELATING TO STUDENT ENROLLMENT, TO PROVIDE CORRECT TERMINOLOGY, TO CORRECT A CODE REFERENCE AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-4602, IDAHO CODE, TO REVISE PROVISIONS RELATING TO DUAL CREDIT COURSES AND TO PROVIDE CORRECT TERMINOLOGY; AMENDING SECTION 33-5208, IDAHO CODE, TO REVISE PROVISIONS RELATING TO PUBLIC CHARTER SCHOOL FINANCIAL SUPPORT; AMENDING SECTION 33-5210, IDAHO CODE, TO REMOVE A CODE REFERENCE AND RELATED PROVISIONS; AMENDING SECTION 33-5214, IDAHO CODE, TO CORRECT A CODE REFERENCE; AMENDING SECTION 33-5215, IDAHO CODE, TO REMOVE A REFERENCE TO SALARY-BASED APPORTIONMENT, TO REMOVE REFERENCES TO ADA AND TO PROVIDE PROVISIONS FOR ENROLLMENT REPORTS; AMENDING SECTION 33-5217, IDAHO CODE, TO CORRECT A CODE REFERENCE; AMENDING SECTION 50-2908, IDAHO CODE, TO REMOVE A CODE REFERENCE; AMENDING SECTION 57-1303, IDAHO CODE, TO REMOVE A REFERENCE TO AVERAGE DAILY ATTENDANCE AND TO PROVIDE PROVISIONS FOR AN UNWEIGHTED STUDENT ENROLLMENT COUNT; AMENDING SECTION 59-1115, IDAHO CODE, TO CORRECT A CODE REFERENCE AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 63-315, IDAHO CODE, TO REMOVE A CODE REFERENCE; AMENDING SECTION 63-805, IDAHO CODE, TO REMOVE REFERENCES TO AVERAGE DAILY ATTENDANCE AND TO PROVIDE PROVISIONS RELATING TO STUDENTS ENROLLED; DECLARING AN EMERGENCY; PROVIDING AN EFFECTIVE DATE; AND PROVIDING A SUNSET DATE.

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

SECTION 1. That the Heading for Chapter 10, Title 33, Idaho Code, be, and the same is hereby amended to read as follows:

CHAPTER 10

~~FOUNDATION~~ PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM -- STATE AID --  
APPORTIONMENT STUDENT-BASED FOUNDATION FUNDING

SECTION 2. That Section 33-1001, Idaho Code, be, and the same is hereby amended to read as follows:

33-1001. DEFINITIONS. The following words and phrases used in this chapter are defined as follows:

(1) ~~"Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.~~

~~(2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.~~

~~(3) "Average daily attendance" or "pupils in average daily attendance" means the aggregate number of days enrolled students are present, divided by the number of days of school in the reporting period; provided, however, that students for whom no Idaho school district is a home district shall not be considered in such computation.~~

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1       ~~(4) "Career ladder" means the compensation table~~ specific performance  
2 ~~criteria set forth in section 33-1004, Idaho Code, used by local education~~  
3 ~~agencies for determining the allocations districts receive for placement of~~  
4 ~~instructional staff and pupil service staff based on specific performance~~  
5 ~~criteria and is made up of a residency compensation rung and a professional~~  
6 ~~compensation rung on their local salary schedules.~~

7       (2) "Children with disabilities" is as defined in section 33-2001(2),  
8 Idaho Code.

9       (53) "Compensation rung" means the rung on the career ladder a local  
10 salary schedule that corresponds with the compensation level performance  
11 criteria.

12       (4) "Economically disadvantaged" means a student who:

13       (a) Is eligible for a free or reduced-price lunch under the Richard B.  
14 Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

15       (b) Resides with a family receiving assistance under the program of  
16 block grants to states for temporary assistance for needy families  
17 (TANF) established under Part A of Title IV of the Social Security Act  
18 (42 U.S.C. 601 et seq.); or

19       (c) Is eligible to receive medical assistance under the Medicaid pro-  
20 gram under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

21       (65) "Elementary grades" or "elementary average daily attendance"  
22 means and applies to students enrolled in grades 1 through 6 inclusive, or  
23 any combination thereof.

24       (76) "Elementary schools" are schools that serve grades 1 through 6 in-  
25 clusive, or any combination thereof.

26       (87) "Elementary/secondary schools" are schools that serve grades 1  
27 through 12 inclusive, or any combination thereof.

28       (98) "English language learner" or "ELL" means a student who does not  
29 score proficient on the English language development assessment established  
30 by rule of the state board of education.

31       (9) "Gifted and talented" is as defined in section 33-2001(4), Idaho  
32 Code.

33       (10) "Homebound student" means any student who would normally and reg-  
34 ularly attend school, but is confined to home or hospital because of an ill-  
35 ness or accident for a period of ten (10) or more consecutive days.

36       (101) "Instructional staff" means those who hold an Idaho certificate  
37 issued under section 33-1201, Idaho Code, and who are either involved in the  
38 direct instruction of a student or group of students or who serve in a mentor  
39 or teacher leader position for individuals who hold an Idaho certificate is-  
40 sued under section 33-1201, Idaho Code.

41       (142) "Kindergarten" or "kindergarten average daily attendance" means  
42 and applies to all students enrolled in a school year, less than a school  
43 year, or summer kindergarten program.

44       (13) "Local education agency" or "LEA" means a public school district  
45 or a public charter school authorized by a chartering entity other than a lo-  
46 cal school district board of trustees.

47       (14) "Local salary schedule" means a compensation table developed by  
48 each LEA that is consistent with the provisions of section 33-1004, Idaho  
49 Code, and that, at a minimum, is made up of a residency compensation rung with  
50 three (3) cells and a professional compensation rung with a minimum of five

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1 (5) cells, and is used by LEAs for determining amounts to be distributed for  
2 instructional staff and pupil service staff.

3 (125) "Measurable student achievement" means the measurement of stu-  
4 dent academic achievement or growth within a given interval of instruction  
5 for those students who have been enrolled in and attended eighty percent  
6 (80%) of the interval of instruction. Measures and targets shall be chosen  
7 at the district level or school level in collaboration with the staff member  
8 impacted by the measures and applicable district staff. Assessment tools  
9 that may be used for measuring student achievement and growth include:

- 10 (a) Idaho standards achievement test;
- 11 (b) Student learning objectives;
- 12 (c) Formative assessments;
- 13 (d) Teacher-constructed assessments of student growth;
- 14 (e) Pre- and post-tests;
- 15 (f) Performance-based assessments;
- 16 (g) Idaho reading indicator;
- 17 (h) College entrance exams or preliminary college entrance exams such
- 18 as PSAT, SAT and ACT;
- 19 (i) District-adopted assessment;
- 20 (j) End-of-course exams;
- 21 (k) Advanced placement exams; and
- 22 (l) Career technical exams.

23 (136) "Performance criteria" means the standards specified for in-  
24 structional staff and pupil service staff to demonstrate teaching profi-  
25 ciency for a given compensation rung. Each element of the performance crite-  
26 ria, as identified in subsection (147) of this section, shall be reported for  
27 determining movement on ~~the career ladder~~ a local salary schedule.

28 (147) "Professional compensation rung performance criteria" means:

- 29 (a) An overall rating of proficient, and no components rated as unsat-  
30 isfactory on the state framework for teaching evaluation; and
- 31 (b) Demonstrating the majority of their students have met their measur-  
32 able student achievement targets or student success indicator targets.

33 (158) "Public school district" or "school district" or "district" means  
34 any public school district organized under the laws of this state, including  
35 specially chartered school districts.

36 (169) "Pupil service staff" means those who provide services to stu-  
37 dents but are not involved in direct instruction of those students, and hold  
38 a pupil personnel services certificate.

39 (20) "Remote school" means:

40 (a) A school that is remote and isolated from the other schools of the  
41 state because of geographical or topographical conditions and that is  
42 approved as such by the state board of education; or

43 (b) A kindergarten located more than ten (10) miles on an all-weather  
44 road from both the nearest kindergarten school within the same school  
45 district and from the location of the office of the superintendent of  
46 schools of such district, or from the office of the chief administrative  
47 officer of such district if the district employs no superintendent of  
48 schools; or

49 (c) An elementary school located more than ten (10) miles on an  
50 all-weather road from both the nearest elementary school and ele-

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mentary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools; or

(d) A secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

(1721) "Secondary grades" or "secondary average daily attendance" means and applies to students enrolled in grades 7 through 12 inclusive, or any combination thereof.

(1822) "Secondary schools" are schools that serve grades 7 through 12 inclusive, or any combination thereof.

(19) ~~"Separate elementary school" means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.~~

~~(20) "Separate kindergarten" means a kindergarten located more than ten (10) miles on an all-weather road from both the nearest kindergarten school within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.~~

~~(21) "Separate secondary school" means any secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.~~

(223) "Special education" means specially designed instruction or related services, at no cost to the parents, to meet the unique needs of children with disabilities.

(24) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the district or school level in collaboration with the pupil service staff member impacted by the measures and applicable district staff. Student success indicators include:

(a) Quantifiable goals stated in a student's 504 plan or individualized education plan.

(b) Quantifiable goals stated in a student's behavior improvement plan.

(c) School or district identified measurable student objectives for a specified student group or population.

~~(23) "Support program" means the educational support program as described in section 33-1002, Idaho Code, the transportation support program described in section 33-1006, Idaho Code, and the exceptional education support program as described in section 33-1007, Idaho Code.~~

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1       ~~(24) "Support unit" means a function of average daily attendance used~~  
2       ~~in the calculations to determine financial support provided to the public~~  
3       ~~school districts.~~

4       (25) "Teacher" means any person employed in a teaching, instructional,  
5       supervisory, educational administrative or educational and scientific ca-  
6       pacity in any school district. In case of doubt, the state board of educa-  
7       tion shall determine whether any person employed requires certification as a  
8       teacher.

9       SECTION 3. That Section 33-1002, Idaho Code, be, and the same is hereby  
10      repealed.

11      SECTION 4. That Chapter 10, Title 33, Idaho Code, be, and the same is  
12      hereby amended by the addition thereto of a NEW SECTION, to be known and des-  
13      ignated as Section 33-1002, Idaho Code, and to read as follows:

14      33-1002. PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM -- STUDENT-BASED  
15      FOUNDATION FUNDING. The public schools educational support program and the  
16      student-based foundation funding (the "foundation") shall be calculated an-  
17      nually by the legislature as follows:

18      (1) Add the state appropriation, including the moneys available in the  
19      public school income fund, together with all appropriated miscellaneous  
20      revenues to determine the total state funds for the public schools educa-  
21      tional support program.

22      (2) From the total state funds for the public schools educational sup-  
23      port program, subtract the total amount needed for state support of special  
24      programs set forth in section 33-1002A, Idaho Code, to determine the total  
25      foundation moneys.

26      (3) Divide the total foundation moneys by the estimated total statewide  
27      weighted student enrollment count to determine the annual foundation amount  
28      per student.

29      SECTION 5. That Chapter 10, Title 33, Idaho Code, be, and the same is  
30      hereby amended by the addition thereto of a NEW SECTION, to be known and des-  
31      ignated as Section 33-1002A, Idaho Code, and to read as follows:

32      33-1002A. SPECIAL PROGRAMS SUPPORT. Pursuant to section 33-1002(2),  
33      Idaho Code, the following amounts are needed for state support of special  
34      programs provided by LEAs:

35      (1) Transportation support program as provided in section 33-1006,  
36      Idaho Code;

37      (2) The approved costs for border district allowance as provided in  
38      section 33-1403, Idaho Code, as determined by the state superintendent of  
39      public instruction;

40      (3) The approved costs for exceptional child approved contract al-  
41      lowance provided in section 33-2004(1)(b), Idaho Code, as determined by the  
42      state superintendent of public instruction;

43      (4) Pupil tuition-equivalency allowances as provided in section  
44      33-1005, Idaho Code;

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2018**

**DRAFT**

**ATTACHMENT 9**

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1       (5) Bond levy equalization support program as provided in section  
2 33-906, Idaho Code;

3       (6) For the support of provisions that provide a safe environment con-  
4 ducive to student learning and maintain classroom discipline, an allocation  
5 of fifteen dollars (\$15.00) for each student enrolled in a school district or  
6 public charter school;

7       (7) Advanced opportunities as provided in chapter 46, title 33, Idaho  
8 Code;

9       (8) For instructional staff members certified by the national board  
10 for professional teaching standards as provided in section 33-1004A, Idaho  
11 Code;

12       (9) School district facilities funds as provided in sections 67-7434,  
13 33-905, and 33-1019;

14       (10) Charter school facilities funds and reimbursements paid pursuant  
15 to section 33-5208(5), Idaho Code;

16       (11) Master educator premiums as provided in section 33-1004C, Idaho  
17 Code;

18       (12) Leadership premiums as provided in section 33-1004E, Idaho Code;

19       (13) For mastery-based education as provided for in section 33-1632,  
20 Idaho Code;

21       (14) For expenditure as provided by the public school classroom tech-  
22 nology program as provided in section 33-1005E, Idaho Code;

23       (15) Feasibility studies allowance as provided in section 33-1009,  
24 Idaho Code;

25       (16) Continuous improvement plans and training as provided in section  
26 33-320, Idaho Code;

27       (17) Unemployment insurance benefit payments according to the provi-  
28 sions of section 72-1349A, Idaho Code;

29       (18) For employee severance payments as provided in section 33-521,  
30 Idaho Code; and

31       (19) Any additional amounts as required by statute to effect adminis-  
32 trative adjustments or as specifically required by the provisions of any  
33 bill of appropriation.

34       SECTION 6. That Chapter 10, Title 33, Idaho Code, be, and the same is  
35 hereby amended by the addition thereto of a NEW SECTION, to be known and des-  
36 ignated as Section 33-1002B, Idaho Code, and to read as follows:

37       33-1002B. STUDENT ENROLLMENT COUNTS AND RULEMAKING. The state board  
38 of education shall promulgate rules that set forth the procedures for deter-  
39 mining student enrollment counts and the process for reporting such counts.  
40 Such rules shall be consistent with the following:

41       (1) Full-time enrollment (FTE) shall be based on enrollment in any LEA;

42       (2) A student shall not exceed a total of one (1.0) unweighted FTE in a  
43 single school year;

44       (3) A kindergarten student shall not exceed a total of one-half (0.5)  
45 enrollment in a single school year;

46       (4) A fractional enrollment count schedule shall be specified for any  
47 student enrolled less than one (1.0) FTE at a given LEA;

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(5) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule;

(6) Each LEA shall conduct an official count of enrolled students in its LEA on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day;

(7) An LEA may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date;

(8) Any elementary school having fewer than ten (10) enrolled students shall not be allowed to participate in the foundation for public schools unless such school has been approved for operation by the state board of education; and

(9) Effective July 1, 2020, the following shall apply to qualifying public school districts:

(a) If a public school district reports an unweighted student enrollment count of fewer than thirty (30), then an unweighted student enrollment count of thirty (30) shall be used for the purpose of determining the foundation amount per student pursuant to section 33-1002, Idaho Code, and for determining such school district's allocation amounts pursuant to section 33-1003, Idaho Code.

(b) If a public school district reports an unweighted student enrollment count in secondary grades of fewer than one hundred (100), then an unweighted student enrollment count of one hundred (100) shall be used as the secondary grades enrollment count for the purpose of determining the foundation amount per student pursuant to section 33-1002, Idaho Code, and for determining such school district's allocation amounts pursuant to section 33-1003, Idaho Code.

(c) A public school district may qualify under either paragraph (a) or (b) of this subsection, but not both. The provisions of this subsection do not apply to public charter schools.

SECTION 7. That Chapter 10, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1002C, Idaho Code, and to read as follows:

33-1002C. WEIGHTS -- RULEMAKING. (1) An additional percentage shall be added to certain students' unweighted FTE enrollment counts for the LEAs in which such students attend as follows:

(a) For each student identified as economically disadvantaged, an additional:

(i) Ten percent (10%) effective July 1, 2020.

(ii) Twenty percent (20%) effective July 1, 2021.

(iii) Twenty-five percent (25%) effective July 1, 2022.

(b) For each student identified as an English language learner, an additional:

(i) Ten percent (10%) effective July 1, 2020.

(ii) Twenty percent (20%) effective July 1, 2021.

(iii) Thirty percent (30%) effective July 1, 2022.

(iv) Thirty-five percent (35%) effective July 1, 2023.

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(c) An additional two percent (2%) shall be added to ten percent (10%) of the unweighted student enrollment count for each LEA, which shall be used for gifted and talented students.

(d) For each student who qualifies for special education, an additional:

(i) Sixty-five percent (65%) effective July 1, 2020.

(ii) Seventy-five percent (75%) effective July 1, 2021.

(iii) Eighty-five percent (85%) effective July 1, 2022.

(iv) Ninety-five percent (95%) effective July 1, 2023.

(v) One hundred percent (100%) effective July 1, 2024.

(2) An additional percentage shall be added to the official unweighted student enrollment counts for qualifying schools and districts as follows:

(a) Grade weight. For each student enrolled in grades K through 3, or in grades 9 through 12, an additional ten percent (10%) shall be added to the student enrollment count for the LEA in which such student attends.

(b) Large school district weight. For each school district that reports an unweighted student enrollment count of twenty thousand (20,000) or more, an additional two percent (2%) shall be added to the student enrollment count for such school districts.

(c) Remote school weight. The weight to be multiplied by the unweighted student enrollment count for qualifying remote schools to determine the additional weighted student count shall be as follows:

UNWEIGHTED ENROLLMENT COUNT	WEIGHT
30 or fewer	2.05
Between 31 and 164	$1.2625 + (.7875 - (\text{enrollment} \times .00477))$
Between 165 and 329	$.7375 + (.7875 - (\text{enrollment} \times .00159))$

(d) Small LEA weight. The weight to be multiplied by the unweighted student enrollment count for small LEAs to determine the additional weighted student count shall be as follows:

UNWEIGHTED ENROLLMENT COUNT	WEIGHT
Kindergarten through Elementary Grades:	
30 or fewer	2.05
Between 31 and 164	$1.2625 + (.7875 - (\text{enrollment} \times .00477))$
Between 165 and 329	$.7375 + (.7875 - (\text{enrollment} \times .00159))$
Secondary Grades:	
30 or fewer	2.05
Between 31 and 434	$1.2625 + (.7875 - (\text{enrollment} \times .00181))$
Between 435 and 869	$.7375 + (.7875 - (\text{enrollment} \times .0006))$

(e) School district market value weight. The state department of education shall annually calculate each school district's market value per unweighted enrolled student (MVUES) based on market values that would be used to calculate a bond levy, and shall annually calculate the

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1 statewide average. Each school district's MVUES shall then be divided  
2 by the statewide average to determine each school district's MVUES in-  
3 dex. To determine the weight to multiply by the district's unweighted  
4 student enrollment count, use the following table, provided that, the  
5 weight shall not exceed 0.10:

6 DISTRICT'S MVUES INDEX	WEIGHT
7 Less than 1.0	(1.0 - MVUES index) + 1.0
8 1.0 or greater	No market value weight shall be applied

9 (3) An LEA shall distribute the additional weighted foundation moneys  
10 allocated to it for the students identified in subsection (1) of this section  
11 to the school programs in which such students are enrolled.

12 (4) If a student is identified for more than one (1) weight set forth in  
13 subsection (1) of this section, then such weights shall be cumulative.

14 (5) The state board of education shall promulgate rules implementing  
15 the provisions of this section, which shall include, but not be limited to,  
16 procedures for determining weighted counts and a process for reporting such  
17 weighted counts.

18 SECTION 8. That Chapter 10, Title 33, Idaho Code, be, and the same is  
19 hereby amended by the addition thereto of a NEW SECTION, to be known and des-  
20 ignated as Section 33-1002D, Idaho Code, and to read as follows:

21 33-1002D. HOLD HARMLESS -- ANNUAL FUNDING INCREASE. The legislature  
22 intends that LEAs are held financially harmless in totality of state funds  
23 during the three (3) year transition period to the new student based founda-  
24 tion funding set forth in section 33-1002, Idaho Code.

25 (1) No LEA shall receive less state funding than it received during the  
26 2019-2020 school year for each of the three (3) years.

27 (2) No LEA shall receive an annual funding increase of less than two  
28 percent (2%) per enrolled student nor more than seven and one half percent  
29 (7.5%) per enrolled student, of what is calculated for the per student amount  
30 for the 2019-2020 school year.

31 SECTION 9. That Section 33-1003, Idaho Code, be, and the same is hereby  
32 repealed.

33 SECTION 10. That Chapter 10, Title 33, Idaho Code, be, and the same is  
34 hereby amended by the addition thereto of a NEW SECTION, to be known and des-  
35 ignated as Section 33-1003, Idaho Code, and to read as follows:

36 33-1003. PAYMENTS TO LOCAL EDUCATION AGENCIES. (1) (a) Payments of the  
37 moneys specified in the annual appropriation to the public schools educa-  
38 tional support program shall be made each year by the state department of  
39 education to the LEAs in six (6) payments. Payments to the LEAs shall be  
40 made not later than the fifteenth day of August, October, December, Febru-  
41 ary, April and June of each year. The first payment by the state depart-  
42 ment of education shall be approximately thirty percent (30%) of the total  
43 student-based foundation funding appropriation for the prior fiscal year,

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1 while the second payment shall be approximately twenty percent (20%). The  
2 third, fourth, fifth and sixth payments shall each be approximately twelve  
3 and one-half percent (12.5%), except as provided for in section 33-5209C,  
4 Idaho Code.

5 (b) Payments of moneys, other than the state general account appropri-  
6 ation, that accrue to the public school income fund shall be made by the  
7 state department of education to the LEAs on the fifteenth day of Decem-  
8 ber, February, April and June each year. The total amount of such pay-  
9 ments shall be determined by the state department of education and shall  
10 not exceed the amount of moneys available and on deposit in the public  
11 school income fund at the time such payment is made.

12 (2) Payments made to the LEAs in August and October are advance payments  
13 for the current year and may be based upon payments from the public school  
14 income fund for the preceding school year. Each LEA may receive its propor-  
15 tionate share of the advance payments in the same ratio that its total pay-  
16 ment for the preceding year was to the total payments to all LEAs for the pre-  
17 ceding year.

18 (3) Payments made pursuant to this subsection shall take into consider-  
19 ation all payments distributed for the current fiscal year to the LEAs.

20 (a) To determine each LEA's December payment, multiply the current  
21 school year's foundation amount per student by the LEA's official  
22 weighted student enrollment count from October.

23 (b) To determine each LEA's February payment, multiply the current  
24 school year's foundation amount per student by the LEA's official  
25 weighted student enrollment count from December.

26 (c) To determine each LEA's April payment, multiply the current school  
27 year's foundation amount per student by the LEA's official weighted  
28 student enrollment count from February.

29 (d) To determine each LEA's June payment, multiply the current school  
30 year's foundation amount per student by the LEA's official weighted  
31 student enrollment count from April. The June payments shall also take  
32 into consideration:

33 (i) All funds available in the public school income fund for the  
34 fiscal year ending June 30;

35 (ii) The dollar amount obligated to the LEAs as calculated by mul-  
36 tiplying the foundation amount per student by the average of the  
37 four (4) official weighted student enrollment counts; and

38 (iii) The adjustment based on the foundation amount per student  
39 required by the provisions of section 33-1018, Idaho Code;

40 (4) Any apportionments in any year, made to any LEA, which may within  
41 the succeeding one (1) year period be found to have been in error either of  
42 computation or transmittal, may be corrected during the one (1) year period  
43 by reduction of apportionments to any LEA to which over-apportionments may  
44 have been made or received, and corresponding additions to apportionments to  
45 any LEA to which under-apportionments may have been made or received.

46 SECTION 11. That Section 33-1003A, Idaho Code, be, and the same is  
47 hereby repealed.

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1 SECTION 12. That Section 33-1003C, Idaho Code, be, and the same is  
2 hereby repealed.

3 SECTION 13. That Section 33-1004, Idaho Code, be, and the same is hereby  
4 repealed.

5 SECTION 14. That Section 33-1004A, Idaho Code, be, and the same is  
6 hereby repealed.

7 SECTION 15. That Section 33-1004B, Idaho Code, be, and the same is  
8 hereby amended to read as follows:

9 33-1004B. CAREER LADDER -- LOCAL SALARY SCHEDULES. ~~School districts~~  
10 ~~shall receive an allocation for instructional staff and pupil service staff~~  
11 ~~based on their staffs' position on the career ladder as follows: Each LEA~~  
12 ~~shall develop a local salary schedule that is consistent with the career lad-~~  
13 ~~der set forth in this section.~~

14 (1) Instructional staff and pupil service staff who are in their first  
15 year of holding a certificate shall be placed in the first cell of ~~the~~ their  
16 local residency compensation rung and shall move one (1) cell on ~~the~~ their  
17 local residency compensation rung for each year they hold an Idaho educator  
18 certificate thereafter for up to three (3) years, at which point they will  
19 remain in the third cell of ~~the~~ their local residency rung until they earn a  
20 professional endorsement.

21 (2) Instructional staff and pupil service staff in their first year of  
22 holding a professional endorsement shall be placed in the first cell of ~~the~~  
23 their local professional compensation rung.

24 (3) Instructional staff and pupil service staff on ~~the~~ their profes-  
25 sional compensation rung with four (4) years of experience shall ~~move~~ one (1)  
26 cell on ~~the~~ their professional compensation rung unless they have failed to  
27 meet the professional compensation rung performance criteria for three (3)  
28 of the previous four (4) years. Instructional staff and pupil service staff  
29 on ~~the~~ their professional compensation rung who meet the performance cri-  
30 teria for three (3) of the previous five (5) years, one (1) of which must  
31 be during the fourth or fifth year, shall move one (1) cell. ~~Allocations~~  
32 ~~for instructional staff and pupil service staff who do not meet the profes-~~  
33 ~~sional compensation rung performance criteria for three (3) of the previ-~~  
34 ~~ous five (5) years, one (1) of which must be during the fourth or fifth year,~~  
35 ~~shall remain at the previous fiscal year allocation level. This also applies~~  
36 ~~to the educational allocation~~ their current position on their local profes-  
37 sional compensation rung.

38 (4) In addition to the ~~allocation~~ amount specified for the applicable  
39 cell on ~~the career ladder~~ a local salary schedule, school districts shall  
40 ~~receive distribute an additional allocation amount for to each career tech-~~  
41 ~~nical education instructional staff member holding an occupational special-~~  
42 ~~ist certificate in the area for which they are teaching in the an amount of~~  
43 ~~three thousand dollars (\$3,000) to be determined by each LEA.~~

44 (5) ~~In addition to the allocation amount specified for the applicable~~  
45 ~~cell on the career ladder, school districts LEAs shall receive an additional~~  
46 ~~allocation~~ distribute amounts for instructional staff and pupil service

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1 staff holding a professional endorsement who have acquired additional edu-  
2 cation and meet the professional compensation rung performance criteria. In  
3 determining the additional education ~~allocation~~ distribution amount, only  
4 transcribed credits and degrees on file with the teacher certification of-  
5 fice of the state department of education, earned at an institution of higher  
6 education accredited by a body recognized by the state board of education  
7 or credits earned through an internship or work experience approved by the  
8 state board of education, shall be allowed. All credits and degrees earned  
9 must be in a relevant pedagogy or content area as determined by the state  
10 department of education. Additional education ~~allocation~~ distribution  
11 amounts are not cumulative. Instructional staff whose initial certificate  
12 is an occupational specialist certificate shall be treated as BA degree-pre-  
13 pared instructional staff. Credits earned by such occupational specialist  
14 instructional staff after initial certification shall be credited toward  
15 the education ~~allocation~~ distribution. A LEAs shall pay the following staff  
16 an additional ~~allocations~~ are amount as specified in their local salary  
17 schedules:

18 (a) ~~For i~~Instructional staff and pupil service staff holding a profes-  
19 sional endorsement, a baccalaureate degree and twenty-four (24) or more  
20 credits, ~~two thousand dollars (\$2,000) per fiscal year.~~

21 (b) ~~For i~~Instructional staff and pupil service staff holding a profes-  
22 sional endorsement and a master's degree, ~~three thousand five hundred~~  
23 ~~dollars (\$3,500) per fiscal year.~~

24 ~~(c)~~ (6) Effective July 1, 2020, the ~~allocation~~ minimum compensation on a  
25 local salary schedule shall be:

26	Base					
27	Allocation	1	2	3	4	5
28	Residency	\$37,000	\$38,000	\$39,000		
29	Professional	\$42,500	\$44,375	\$46,250	\$48,125	\$50,000

30 (67) A review of a sample of evaluations completed by administrators  
31 shall be conducted annually to verify such evaluations are being conducted  
32 with fidelity to the state framework for teaching evaluation, including  
33 each evaluation component as outlined in administrative rule and the rat-  
34 ing given for each component. The state board of education shall randomly  
35 select a sample of administrators throughout the state. A portion of such  
36 administrators' instructional staff and pupil service staff employee eval-  
37 uations shall be independently reviewed. The ratio of instructional staff  
38 evaluations to pupil service staff evaluations shall be equal to the ratio  
39 of the statewide instructional staff ~~salary allowance~~ to pupil service staff  
40 ~~salary allowance~~. The state board of education with input from the Idaho-ap-  
41 proved ~~teacher~~ educator preparation programs and the state department of  
42 education shall identify individuals and a process to conduct the reviews.  
43 Administrator certificate holders shall be required to participate in ongo-  
44 ing evaluation training pursuant to section 33-1204, Idaho Code. The state  
45 board of education shall report annually the findings of such reviews to the  
46 senate education committee, the house of representatives education commit-  
47 tee, the state board of education and the deans of Idaho's approved ~~teacher~~

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1 educator preparation programs. The state board of education shall promul-  
2 gate rules implementing the provisions of this subsection.

3 (78) School districts shall submit annually to the state the data nec-  
4 essary to determine if an instructional staff or pupil service staff member  
5 has met the performance criteria for movement on ~~the applicable compensation~~  
6 ~~rung. The department of education shall calculate whether or not instruc-~~  
7 ~~tional staff and pupil service staff have met the compensation rung perfor-~~  
8 ~~mance criteria based on the data submitted during the previous five (5) years~~  
9 ~~their local salary schedule.~~ Individually identifiable performance evalu-  
10 ation ratings submitted to the state remain part of the employee's person-  
11 nel record and are exempt from public disclosure pursuant to section 74-106,  
12 Idaho Code.

13 SECTION 16. That Section 33-1004C, Idaho Code, be, and the same is  
14 hereby repealed.

15 SECTION 17. That Section 33-1004E, Idaho Code, be, and the same is  
16 hereby amended to read as follows:

17 33-1004EA. ~~DISTRICT'S SALARY-BASED APPORTIONMENT~~ NATIONAL CERTIFI-  
18 CATION PREMIUM. Each district shall be entitled to a salary-based appor-  
19 tionment calculated as provided in this section.

20 (1) ~~To determine the apportionment for instructional staff, take~~  
21 ~~the amounts indicated on the career ladder table plus the amounts associ-~~  
22 ~~ated with the additional education allocation amounts pursuant to section~~  
23 ~~33-1004B, Idaho Code, and calculate the weighted average. The amount so~~  
24 ~~determined shall be multiplied by the district staff allowance for instruc-~~  
25 ~~tional staff determined as provided in section 33-1004(2), Idaho Code.~~  
26 ~~Full-time instructional staff salaries shall be determined from a salary~~  
27 ~~schedule developed by each district and submitted to the state department of~~  
28 ~~education. No full-time instructional staff member shall be paid less than~~  
29 ~~the minimum dollar amount on the career ladder residency compensation rung~~  
30 ~~pursuant to section 33-1004B, Idaho Code, for the applicable fiscal year.~~

31 (2) If an instructional staff member has been certified by the national  
32 board for professional teaching standards, the staff member shall receive  
33 two thousand dollars (\$2,000) per year for five (5) years from the year in  
34 which national board certification was earned. The district staff allot-  
35 ment shall be increased by two thousand dollars (\$2,000) for each national  
36 board-certified instructional staff member who earned national board cer-  
37 tification; ~~provided however, that no such awards shall be paid for the pe-~~  
38 ~~riod July 1, 2010, through June 30, 2011, nor shall any liabilities accrue~~  
39 ~~or payments be made pursuant to this section in the future to any individu-~~  
40 ~~als who would have otherwise qualified for a payment during this stated time~~  
41 ~~period. The resulting amount is the district's salary-based apportionment~~  
42 ~~for instructional staff.~~ For purposes of this section, teachers qualifying  
43 for the salary increase shall be those who have been recognized as national  
44 board-certified teachers as of July 1 of each year.

45 (3) ~~To determine the apportionment for pupil service staff, take~~  
46 ~~the amounts indicated on the career ladder table plus the amounts associ-~~  
47 ~~ated with the additional education allocation amounts pursuant to section~~

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1 ~~33-1004B, Idaho Code, and calculate the weighted average. If the district~~  
2 ~~does not employ any pupil service staff, the district's pupil service staff~~  
3 ~~average salary shall equal the district's instructional staff average~~  
4 ~~salary for purposes of calculating pupil service salary-based apportion-~~  
5 ~~ment. The amount so determined shall be multiplied by the district staff al-~~  
6 ~~lowance for pupil service staff determined pursuant to section 33-1004(3),~~  
7 ~~Idaho Code. Full-time pupil service staff salaries shall be determined from~~  
8 ~~a salary schedule developed by each district and submitted to the state de-~~  
9 ~~partment of education. The resulting amount is the district's salary-based~~  
10 ~~apportionment for pupil service staff. No full-time pupil service staff~~  
11 ~~member shall be paid less than the minimum dollar amount on the career ladder~~  
12 ~~residency compensation rung pursuant to section 33-1004B, Idaho Code, for~~  
13 ~~the applicable fiscal year.~~

14 ~~(4) To determine the apportionment for district administrative staff,~~  
15 ~~first determine the district average experience and education index by plac-~~  
16 ~~ing all eligible certificated administrative employees on the statewide in-~~  
17 ~~dex provided in section 33-1004A, Idaho Code. The resulting average is the~~  
18 ~~district index. If the district does not employ any administrative staff,~~  
19 ~~the district administrative index shall equal the statewide average index~~  
20 ~~for purposes of calculating administrative salary-based apportionment. The~~  
21 ~~district administrative staff index shall be multiplied by the base salary~~  
22 ~~of thirty-six thousand one hundred eighty-six dollars (\$36,186). The amount~~  
23 ~~so determined shall be multiplied by the district staff allowance for admin-~~  
24 ~~istrative staff determined as provided in section 33-1004(4), Idaho Code.~~  
25 ~~The resulting amount is the district's salary-based apportionment for ad-~~  
26 ~~ministrative staff.~~

27 ~~(5) To determine the apportionment for classified staff, multi-~~  
28 ~~ply twenty-one thousand six hundred sixty-five dollars (\$21,665) by the~~  
29 ~~district classified staff allowance determined as provided in section~~  
30 ~~33-1004(5), Idaho Code. The amount so determined is the district's appor-~~  
31 ~~tionment for classified staff.~~

32 ~~(6) The district's salary-based apportionment shall be the sum of the~~  
33 ~~apportionments calculated in subsections (1), (2), (3), (4) and (5) of this~~  
34 ~~section, plus the benefit apportionment as provided in section 33-1004F,~~  
35 ~~Idaho Code.~~

36 SECTION 18. That Section 33-1004F, Idaho Code, be, and the same is  
37 hereby amended to read as follows:

38 33-1004FB. OBLIGATIONS TO RETIREMENT AND SOCIAL SECURITY BENE-  
39 FITS. Based upon the actual salary-based apportionment, as determined in  
40 section 33-1004E, Idaho Code by local salary schedules, the master educator  
41 premiums distributed pursuant to section 33-1004FC, Idaho Code, and the  
42 leadership premiums distributed pursuant to section 33-1004FE, Idaho Code,  
43 there shall be allocated that amount required to meet the employer's obliga-  
44 tions to the public employee retirement system and to social security.

45 SECTION 19. That Section 33-1004I, Idaho Code, be, and the same is  
46 hereby amended to read as follows:

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1 33-1004C. MASTER EDUCATOR PREMIUMS. (1) A portion of the ~~moneys~~  
2 ~~available to the education~~ total state funds for the public schools ed-  
3 ~~ucational~~ support program shall be distributed per full-time equivalent  
4 instructional staff position employed by each ~~school district~~ LEA. Such  
5 moneys shall be paid to instructional staff employees who have earned a mas-  
6 ter educator designation by meeting the minimum qualifications set forth in  
7 subsection (2) of this section and the additional qualifications developed  
8 or adopted by the employing ~~school district~~ LEA pursuant to subsection (3) of  
9 this section, in an amount set forth in subsection (4) of this section.

10 (2) The minimum qualifications for an instructional staff or a pupil  
11 service staff employee to earn a master educator designation shall be as fol-  
12 lows:

13 (a) An instructional staff or pupil service staff employee must have  
14 eight (8) or more years of teaching experience provided that the three  
15 (3) years immediately preceding the award must be continuous and in  
16 Idaho. The remainder of the teaching experience making up the eight (8)  
17 years must have been earned in Idaho or in a compact-member state pur-  
18 suant to section 33-4101, Idaho Code;

19 (b) An instructional staff or pupil service staff employee must demon-  
20 strate mastery of instructional techniques for no fewer than three (3)  
21 of the previous five (5) years of instruction through:

22 (i) Artifacts demonstrating evidence of effective teaching; and

23 (ii) Successful completion of an annual individualized profes-  
24 sional learning plan; and

25 (c) A majority of an instructional staff employee's students must meet  
26 measurable student achievement as defined in section 33-1001, Idaho  
27 Code, for no fewer than three (3) of the previous five (5) years.

28 (d) A majority of a pupil service staff employee's students must meet  
29 measurable student achievement or measurable student success indica-  
30 tors, as defined in section 33-1001, Idaho Code, for no fewer than three  
31 (3) of the previous five (5) years.

32 (3) In addition to the minimum qualifications for a master educator  
33 designation set forth in subsection (2) of this section:

34 (a) ~~Local school districts~~ LEAs may develop and require additional  
35 qualifications showing demonstrated mastery of instructional tech-  
36 niques and professional practice through multiple measures, provided  
37 that such qualifications shall be developed by a committee consisting  
38 of teachers, administrators and other ~~school district~~ LEA stakeholders  
39 and shall first be approved by the state board of education;

40 (b) ~~Local school districts~~ LEAs may develop plans that recognize groups  
41 of teachers based on measurable student achievement goals aligned with  
42 ~~school district~~ LEA approved continuous improvement plans. Groups may  
43 be school-wide or may be smaller groups such as grade levels or by sub-  
44 ject matter. Each teacher in a master educator group shall receive a  
45 master educator premium if goals are met according to the ~~district~~ LEA  
46 plans. Plans shall be developed by a committee consisting of teachers,  
47 administrators and other ~~school district~~ LEA stakeholders and shall  
48 first be approved by the state board of education. Any ~~school district~~  
49 LEA that does not follow their preapproved plan shall not receive future  
50 master educator premium dollars; or

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(c) If a ~~local school district~~ LEA has not developed qualifications pursuant to paragraph (a) or (b) of this subsection, then eligible ~~school district~~ LEA staff may apply to the state board of education by showing demonstrated mastery of instructional techniques and professional practice through multiple measures as developed by a committee facilitated by the state board of education consisting of teachers, administrators and other stakeholders, which measures shall be approved by the state board of education.

(4) The amount of the master educator premium paid to a qualified instructional staff employee shall be four thousand dollars (\$4,000) each year for three (3) years starting with the initial award of the master educator premium. After the third year of receiving the master educator premium, the instructional staff employee must continue to demonstrate that he or she meets the master educator premium qualifications in each subsequent year. If the qualifications are not met, then the premium will be discontinued until such time as the qualifications are met.

(5) ~~Local school district~~ LEA boards of trustees or boards of directors may provide master educator premiums to instructional staff employees consistent with the provisions of this section.

(6) ~~For the purposes of this section, the term "school district" also means "public charter school" and the term "board of trustees" also means "board of directors."~~

~~(7)~~ The state board of education may promulgate rules implementing the provisions of this section.

SECTION 20. That Section 33-1004J, Idaho Code, be, and the same is hereby amended to read as follows:

33-1004JE. LEADERSHIP PREMIUMS. (1) Of the ~~moneys available to the~~ total state funds for the public schools educational support program, eight hundred fifty dollars (\$850) shall be distributed per full-time equivalent instructional and pupil service staff position employed by each ~~school district~~ LEA. Such moneys shall be paid to instructional and pupil service staff employees for leadership activities as provided in paragraphs (a) through (h) of this subsection. Such premiums shall be valid only for the fiscal year for which the premiums are made and shall be made for one (1) or more of the following reasons identified as leadership priorities by a committee consisting of teachers, administrators and other ~~school district~~ LEA stakeholders and shall be approved by the board of trustees or board of directors:

(a) Teaching a course in which students earn both high school and college credit;

(b) Teaching a course to middle school students in which the students earn both middle school and high school credit;

(c) Holding and providing service in multiple nonadministrative certificate or subject endorsement areas;

(d) Serving or being hired to serve in an instructional or pupil service position designated as hard to fill by the board of trustees or board of directors;

(e) Serving or being hired to serve in a hard to fill instructional position in a career technical education program;

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1 (f) Providing mentoring, peer assistance or professional development  
2 pursuant to section 33-512(17), Idaho Code;  
3 (g) Having received professional development in career and academic  
4 counseling, and then providing career or academic counseling for stu-  
5 dents, with such services incorporated within or provided in addition  
6 to the teacher's regular classroom instructional or pupil service du-  
7 ties;  
8 (h) Other leadership duties designated by the board of trustees or  
9 board of directors, exclusive of duties related to student activities  
10 or athletics. Such duties shall require that the employee work addi-  
11 tional time as a condition of the receipt of a leadership premium.  
12 (2) ~~Local school district~~ LEA boards of trustees or boards of direc-  
13 tors shall provide leadership premiums to instructional or pupil service  
14 staff employees consistent with the provisions of this section and may not  
15 distribute moneys provided pursuant to this section unless employees meet  
16 one (1) of the criteria specified in subsection (1) of this section. The  
17 decision as to whom and how many receive leadership premiums, and in what  
18 amounts, shall not be subject to collective bargaining, any other provision  
19 of law notwithstanding. A board may provide multiple leadership premiums to  
20 an instructional or pupil service staff employee. However, no such employee  
21 shall receive cumulative leadership premiums in excess of twenty-five per-  
22 cent (25%) of the minimum salary as designated on ~~the career ladder~~ a local  
23 salary schedule pursuant to section 33-1004B, Idaho Code, nor less than nine  
24 hundred dollars (\$900), regardless of such employees full- or part-time  
25 status.  
26 (3) The state department of education may require reports of informa-  
27 tion as needed to implement the provisions of this section. At a minimum,  
28 ~~school districts~~ LEAs shall report the information necessary for the depart-  
29 ment to fulfill the provisions of this section. The department shall report,  
30 on or before January 15 each year, to the governor, the senate education com-  
31 mittee and the house of representatives education committee relevant infor-  
32 mation regarding leadership premiums, including the following:  
33 (a) The number of instructional and pupil service staff employees in  
34 the ~~district~~ LEA;  
35 (b) The number of instructional and pupil service staff employees that  
36 received a leadership premium;  
37 (c) The number of leadership premiums issued, by ~~district~~ LEA;  
38 (d) The average dollar amount of leadership premiums issued, by  
39 ~~district~~ LEA;  
40 (e) The highest and lowest leadership premium issued, by ~~district~~ LEA;  
41 (f) The percent of instructional and pupil service staff positions re-  
42 ceiving leadership premiums and the cumulative amount of such premiums,  
43 by ~~district~~ LEA; and  
44 (g) The reasons identified as leadership priorities approved by the  
45 board of trustees or board of directors as listed in subsection (1) of  
46 this section, including a description of the other leadership duties  
47 designated by the board of trustees or board of directors as provided in  
48 subsection (1) (h) of this section and the number of the premiums awarded  
49 per leadership activity as identified in subsection (1) (a) through (h)  
50 of this section.

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1       (4) ~~For the purposes of this section, the term "school district" also~~  
2 ~~means "public charter school," and the term "board of trustees" also means~~  
3 ~~"board of directors." Subsections (1) and (2) of this section shall be re-~~  
4 ~~viewed annually by the legislature.~~

5       (5) The state board of education is hereby authorized to promulgate  
6 rules to implement the provisions of this section.

7       SECTION 21. That Section 33-1002B, Idaho Code, be, and the same is  
8 hereby amended to read as follows:

9       33-1002B5. PUPIL TUITION-EQUIVALENCY ALLOWANCES. ~~(1-)~~ Districts  
10 which educate pupils placed by Idaho court order in licensed homes, agen-  
11 cies, institutions or juvenile detention facilities shall be eligible for an  
12 allowance equivalent to forty-two percent (42%) of the previous year's gross  
13 per pupil cost calculated on a daily basis. This district allowance shall be  
14 in addition to ~~support unit~~ the foundation funding and included in district  
15 apportionment payments, subject to approval of district applications by the  
16 state superintendent of public instruction.

17       ~~(2-)~~ Districts which educate pupils placed by Idaho court order in a ju-  
18 venile detention facility with a summer school program shall be eligible for  
19 an allowance equivalent to one-half (1/2) of forty-two percent (42%) of the  
20 previous year's gross per pupil cost calculated on a daily basis. This dis-  
21 trict allowance shall be in addition to ~~support unit~~ the foundation funding  
22 and included in district apportionment payments, subject to approval of dis-  
23 trict applications by the state superintendent of public instruction.

24       ~~(3-)~~ Districts which educate school age special education students  
25 who, due to the nature and severity of their disabilities, are residing  
26 in licensed public or private residential facilities or homes, and whose  
27 parents are not patrons of the district, shall be eligible for an allowance  
28 equivalent to forty-two percent (42%) of the previous year's gross per pupil  
29 cost per child plus the excess cost rate that is annually determined by the  
30 state superintendent of public instruction. This district allowance shall  
31 be in addition to ~~exceptional~~ the foundation funding and the special edu-  
32 cation ~~support unit~~ weight funding and included in district apportionment  
33 payments, subject to approval of district applications by the state superin-  
34 tendent of public instruction.

35       ~~(4-)~~ For school age special education students from outside the state  
36 of Idaho who, due to the nature and severity of their disabilities, are re-  
37 siding in licensed public or private residential facilities within the state  
38 of Idaho, the local school district shall provide education services to such  
39 students if requested by the licensed public or private residential facil-  
40 ity, provided that the local school district has been given the opportunity  
41 to provide input on any federally required education plans for any such stu-  
42 dents. A local school district providing education services for such stu-  
43 dents shall sign a contract with any such licensed public or private resi-  
44 dential facilities, which contract shall delineate the education services  
45 to be provided by the local school district and the amount to be paid by the  
46 licensed public or private residential facility. The amount paid shall be  
47 equal to the local school district's full cost of providing the education  
48 services delineated by the contract, as determined by the local school dis-

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1 trict. Such students shall be excluded from all ~~average daily attendance~~  
2 ~~student enrollment counts~~ and other reports provided to the state that would  
3 result in the distribution of state funding to the local school district.

4 (5-) For school age nonspecial education students from outside the  
5 state of Idaho who are residing in licensed public or private residential  
6 facilities within the state of Idaho, the local school district may provide  
7 education services to such students if requested by the licensed public or  
8 private residential facility. A local school district providing education  
9 services for such students shall sign a contract with any such licensed pub-  
10 lic or private residential facilities, which contract shall delineate the  
11 education services to be provided by the local school district and the amount  
12 to be paid by the licensed public or private residential facility. The  
13 amount paid shall be equal to the local school district's full cost of pro-  
14 viding the education services delineated by the contract, as determined by  
15 the local school district. Such students shall be excluded from all ~~average~~  
16 ~~daily attendance~~ student enrollment counts and other reports provided to the  
17 state that would result in the distribution of state funding to the local  
18 school district.

19 SECTION 22. That Section 33-1002C, Idaho Code, be, and the same is  
20 hereby amended to read as follows:

21 33-1002C5A. SUMMER SCHOOL PROGRAM ~~SUPPORT UNITS -- ALTERNATIVE SCHOOL~~  
22 ~~FUNDING -- JUVENILE DETENTION FACILITY.~~ (1) ~~Alternative s~~Summer school  
23 programs for at-risk students, as defined in state board of education rule,  
24 of not less than two hundred twenty-five (225) hours of instruction, which  
25 shall be included in the ~~educational support units~~ enrollment totals cal-  
26 culated as provided in section 33-1002B, Idaho Code, may be established  
27 as approved by the state board of education. ~~The average daily attendance~~  
28 ~~divided by forty (40) shall determine the number of allowable support units~~  
29 ~~which shall be included in the alternative school support units calculated~~  
30 ~~for the school district for the succeeding school term~~ Summer school enroll-  
31 ment numbers shall be added to the first count of the ensuing school year.

32 (2) For any ~~alternative school~~ youth intervention program designated  
33 pursuant to section 46-805, Idaho Code, full-term ~~average daily attendance~~  
34 enrollment shall be used to calculate ~~support units~~ enrollment for each  
35 cohort of students that meets the minimum instructional hours requirement  
36 provided for in section 33-512, Idaho Code. The ~~support units~~ enrollment  
37 so calculated shall be used for all state funding formulas in which ~~support~~  
38 ~~units are~~ student enrollment is used.

39 (3) Districts which educate ~~pupils~~ students placed by court order in  
40 a juvenile detention facility may establish a summer school program which  
41 shall be included in the ~~educational support units~~ student enrollment cal-  
42 culated as provided in section 33-1002B, Idaho Code. ~~The average daily atten-~~  
43 ~~dance divided by forty (40) shall determine the number of allowable support~~  
44 ~~units which shall be included in the exceptional education school support~~  
45 ~~units calculated for the school district for the succeeding school term.~~

46 (4) ~~Average daily attendance and the support units so generated by this~~  
47 ~~section shall not be included in or subject to the provisions of section~~

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1 ~~33-1003, Idaho Code, and shall be included as an addition to any other sup-~~  
2 ~~port units generated pursuant to Idaho Code.~~

3 SECTION 23. That Section 33-1002F, Idaho Code, be, and the same is  
4 hereby amended to read as follows:

5 33-1002F5B. ALTERNATIVE SCHOOL REPORT. Annually, prior to the tenth  
6 legislative day, the department of education shall file with the legisla-  
7 ture a report detailing the alternative school programs within the state. On  
8 July 1 of each year, or as soon thereafter as feasible, each school district  
9 receiving moneys pursuant to ~~the alternative school support units factor in~~  
10 ~~section 33-1002, Idaho Code, or~~ section 33-1002C5A, Idaho Code, shall file  
11 with the state department a comprehensive report of the amount of money re-  
12 ceived in the district, the expenditure on alternative school programs, and  
13 the programs provided. This information shall be compiled by the department  
14 for transmission to the legislature.

15 SECTION 24. That Section 33-1002E, Idaho Code, be, and the same is  
16 hereby amended to read as follows:

17 33-1002E5C. PUPILS ATTENDING SCHOOL IN ANOTHER STATE. In any school  
18 district which abuts upon the border of another state, the resident pupils  
19 of said district may attend schools in the other state as provided in section  
20 33-1403, Idaho Code.

21 SECTION 25. That Section 33-1002G, Idaho Code, be, and the same is  
22 hereby amended to read as follows:

23 33-1002G5D. CAREER TECHNICAL SCHOOL FUNDING AND ELIGIBILITY. (1)  
24 School districts may establish career technical schools that qualify for  
25 funding appropriated for the specific purpose of supporting the added cost  
26 of career technical schools. These funds will be appropriated to the state  
27 board for career technical education, to be expended by the division of car-  
28 eer technical education. In order for a school to qualify for funding as a  
29 career technical school, it must make application to the division of career  
30 technical education on or before the fifteenth of April for the following  
31 fiscal year. This includes applicants for new schools and renewal applica-  
32 tions. All career technical schools must meet all three (3) of the following  
33 criteria:

34 (a) The school serves students from two (2) or more high schools. No one  
35 (1) high school can comprise more than eighty-five percent (85%) of the  
36 total enrolled career technical school students. In the event a student  
37 enrolled in the career technical school is not enrolled in a public high  
38 school, the eighty-five percent (85%) will be calculated based on the  
39 public high school attendance area where the student resides.

40 (b) The majority of the school's program offerings lead to some form of  
41 postsecondary credit, such as dual credit or other advanced opportuni-  
42 ties, as defined by the state board of education, or include apprentice-  
43 ship opportunities.

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1 (c) All school programs offer at least one (1) supervised field experi-  
2 ence for all students.  
3 (2) All career technical schools must also meet at least one (1) of the  
4 following three (3) requirements:  
5 (a) ~~The school is funded separately from schools that qualify for com-~~  
6 ~~putation using regular secondary support units.~~  
7 ~~(b)~~ The school has a separate and distinct governing board.  
8 ~~(c)~~ The majority of the school programs are provided at dedicated fa-  
9 cilities that are separate from the regular high school facilities.

10 SECTION 26. That Chapter 10, Title 33, Idaho Code, be, and the same is  
11 hereby amended by the addition thereto of a NEW SECTION, to be known and des-  
12 ignated as Section 33-1005E, Idaho Code, and to read as follows:

13 33-1005E. PUBLIC SCHOOL CLASSROOM TECHNOLOGY PROGRAM. Technology  
14 program funding shall be distributed for classroom technology and class-  
15 room technology infrastructure, and instructional management systems that  
16 assist educators and students in effective and efficient instruction or  
17 learning. Funding shall be distributed based on a formula prescribed by the  
18 superintendent of public instruction. Moneys so distributed shall be used  
19 to implement and operate an instructional management system of their choice  
20 that meets the individual learning needs and progress of all students. An  
21 instructional management system must include individual student learning  
22 plans, monitoring of interventions, integration with a district's student  
23 information system (SIS), and analysis of student and classroom levels of  
24 learning.

25 SECTION 27. That Section 33-1009, Idaho Code, be, and the same is hereby  
26 repealed.

27 SECTION 28. That Section 33-1007A, Idaho Code, be, and the same is  
28 hereby amended to read as follows:

29 33-1007A9. FEASIBILITY STUDY AND PLAN FOR SCHOOL CLOSURES AND/OR  
30 SCHOOL DISTRICT CONSOLIDATION. (1) The state superintendent of public in-  
31 struction shall determine the reimbursable costs to any school district  
32 which are incurred under the provisions of section 33-310B, Idaho Code. The  
33 school district shall be entitled to reimbursement of all allowable costs  
34 pursuant to rules and regulations promulgated by the state board of educa-  
35 tion.

36 (2) In school districts where the implementation of a school closure  
37 plan requires the consolidation of one (1) or more schools, the public  
38 schools educational support program allowance for the consolidated school  
39 for a seven (7) year period following school consolidation, shall not be less  
40 than the combined public schools educational support program allowance of  
41 the component schools in the last year of operation.

42 SECTION 29. That Section 33-1010, Idaho Code, be, and the same is hereby  
43 amended to read as follows:

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1 33-1010. APPORTIONMENTS WHEN MINES NET PROFITS CONSIDERED. (1) In any  
2 school district in which mines net profits are made a part of the total as-  
3 sessed value of taxable property, should the amount of such net profits cer-  
4 tified as required by section 63-2803, Idaho Code, be lower in any year than  
5 for the immediately preceding year in an amount equaling five per cent (5%)  
6 or more of the total assessed value of taxable property of the district for  
7 the preceding year, then the state department of education shall compute the  
8 adjusted value of taxable property in the district for the purposes of sec-  
9 tion 33-10093, Idaho Code, by subtracting from the adjusted value of prop-  
10 erty in the district for the preceding year, the total of such decrease in  
11 mines net profits tax.

12 (2) The county auditor of each county in which the net profits of mines  
13 are made a part of the total assessed value of taxable property of any school  
14 district, shall annually examine the reports of mines net profits certified  
15 to the county assessor as required by section 63-2803, Idaho Code, and shall  
16 certify to the state department of education not later than the fifteenth day  
17 of June of each year, the net profits of mines creditable to each school dis-  
18 trict in said county.

19 SECTION 30. That Section 33-1005, Idaho Code, be, and the same is hereby  
20 amended to read as follows:

21 33-100514. DISTRICTS RECEIVING FEDERAL FUNDS. In school districts  
22 which receive moneys for the maintenance and operation of the schools from  
23 agencies of the federal government, the public schools educational support  
24 program shall be computed on the basis of the average daily attendance of  
25 pupils student enrollment counts as set forth in this chapter and without  
26 regard to the manner in which such allowance from the federal government may  
27 be computed.

28 SECTION 31. That Section 33-1017, Idaho Code, be, and the same is hereby  
29 repealed.

30 SECTION 32. That Section 33-1018, Idaho Code, be, and the same is hereby  
31 amended to read as follows:

32 33-1018. PUBLIC SCHOOL ~~DISCRETIONARY~~ STUDENT-BASED FOUNDATION FUND-  
33 ING VARIABILITY. The legislature shall annually state in the appropriation  
34 for the public schools educational support program/~~division of operations~~  
35 the estimate of the ~~total discretionary funding provided~~ foundation amount  
36 per support unit student pursuant to section 33-1002, Idaho Code. ~~The Before~~  
37 ~~the end of each fiscal year, the~~ department of education shall, ~~before the~~  
38 ~~end of each fiscal year,~~ calculate the actual ~~discretionary funding avail-~~  
39 ~~able per support unit~~ foundation amount per student.

40 (1) If the total estimated ~~discretionary funding~~ foundation amount per  
41 support unit student stated in the appropriation for the public schools ed-  
42 ucational support program/~~division of operations~~ is lower than the actual  
43 ~~discretionary funding available~~ foundation amount per support unit student,  
44 then the state controller shall multiply the difference by the ~~number of ac-~~  
45 ~~tual support units~~ statewide weighted student enrollment count, and trans-

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1 fer the result from the public school income fund to the public education  
2 stabilization fund and the final distributions to ~~school districts~~ LEAs from  
3 the department of education shall be reduced by a like amount.

4 (2) If the total estimated ~~discretionary funding~~ foundation amount per  
5 support unit student stated in the appropriation for the public schools ed-  
6 ucational support program/~~division of operations~~ is greater than the actual  
7 ~~discretionary funding available foundation amount per support unit student,~~  
8 then the state controller shall multiply the difference by the ~~number of ac-~~  
9 ~~tual support units~~ statewide weighted student enrollment count, and trans-  
10 fer the result from the public education stabilization fund to the public  
11 school income fund. This transfer shall be limited to moneys available in  
12 the public education stabilization fund. Moneys transferred from the public  
13 education stabilization fund to the public school income fund under the pro-  
14 visions of this section are hereby continuously appropriated for the public  
15 schools educational support program/~~division of operations~~.

16 SECTION 33. That Section 33-1021, Idaho Code, be, and the same is hereby  
17 repealed.

18 SECTION 34. That Section 33-1024, Idaho Code, be, and the same is hereby  
19 amended to read as follows:

20 33-1024. ONLINE PORTALS. (1) Of the moneys appropriated to the  
21 ~~educational support program~~ superintendent of public instruction, up to  
22 one hundred fifty thousand dollars (\$150,000) may be expended for the de-  
23 velopment and maintenance of an internet-based portal of available online,  
24 nonsectarian K-12 or dual credit courses; an adult education portal; and a  
25 parent resource portal.

26 (2) The nonsectarian K-12 or dual credit courses portal shall include  
27 any of the following:

- 28 (a) Idaho digital learning academy;  
29 (b) Idaho public school districts;  
30 (c) Idaho public charter schools;  
31 (d) Idaho public colleges and universities;  
32 (e) Idaho private colleges and universities accredited by the same  
33 organization that accredits Idaho's public colleges and universities;  
34 and  
35 (f) Any provider of online courses; provided however, that the courses  
36 available on the portal have been verified and approved by the state de-  
37 partment of education to meet state content standards.

38 (3) At a minimum, the nonsectarian K-12 or dual credit courses portal  
39 shall:

- 40 (a) Include and display customer ratings from students and parents,  
41 based upon previous student enrollment with the online course, provider  
42 and instructor. Such ratings shall, at a minimum, evaluate the quality  
43 of content, instruction, communications and ease of use;  
44 (b) Include the capacity for parents to notify their student's home  
45 school of their desire to enroll their student in an online course  
46 listed on the portal; and

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(c) Facilitate communications between listed online course providers, students and parents and the home school in which the student is enrolled.

(4) At a minimum, the adult education or parent resource portal shall provide access to tools and resources focused on K-12 education.

SECTION 35. That Section 33-309, Idaho Code, be, and the same is hereby amended to read as follows:

33-309. LAPSED DISTRICTS -- ANNEXATION. (1) If the state board of education shall find any school district:

(a) Has not operated its school for a period of one (1) school year;

(b) In which the ~~average daily attendance~~ student enrollment count during each term of not less than seven (7) months in the two (2) school years last past has been less than five (5) pupils; or

(c) For a period of not less than one (1) year last past has had an insufficient number of members on its board of trustees lawfully to conduct the business of the district;

the state board may enter its order declaring any such district to be lapsed, and which district shall lapse as of the first day of July next following the date of said order.

(2) Upon entering its order declaring a school district lapsed pursuant to subsection (1) of this section, the state board shall designate some proper person a hearing officer to conduct a public hearing or hearings on the matter of annexing the lapsed district to a school district or districts contiguous thereto. The state board shall cause notice of such hearing or hearings to be published in a newspaper of general circulation in the area and the notice shall state the time and place of the hearing or hearings and the subject matter involved.

(3) Upon concluding any hearing or hearings the hearing officer shall make his report and recommendation to the state board, and the state board shall thereafter order the lapsed area annexed to such contiguous district or districts as in the judgment of the state board seems equitable and just. Any such annexation shall be effective as of the fifteenth day of August next following the date of the order of annexation.

(4) Whenever there is any outstanding unpaid bonded debt owed by the lapsed district, the state board shall, in its order of annexation, require the district, or one (1) of the districts, to which the lapsed area is annexed, to keep and maintain the bond register and to pay the principal and interest, when the same are due, out of the proceeds of any levy made for that purpose. The said order of annexation shall also provide for the transfer, or apportionment, to the annexing district or districts of the property and current liabilities of the lapsed district as in the judgment of the state board is equitable and just; provided however, that if the lapsed district shall have excess of liquid assets over current liabilities, and if such lapsed district shall have any outstanding unpaid bonded debt, then and in that event such excess shall be ordered transferred to a fund for the payment of the principal of and interest on such debt.

(5) When annexation has been completed, as hereinabove authorized, the state board shall give notice of such annexation to the officers of the

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1   lapsed district, if any there be, and to the board of county commissioners  
2   of any county in which shall lie any district, the boundaries of which have  
3   been changed by the annexation of the lapsed area. The notice to any board  
4   of county commissioners shall be accompanied by a legal description of the  
5   boundaries of the district or districts as changed by the annexation.

6         SECTION 36. That Section 33-317, Idaho Code, be, and the same is hereby  
7   amended to read as follows:

8         33-317. COOPERATIVE SERVICE AGENCY -- POWERS -- DUTIES -- LIMITA-  
9   TIONS. (1) Two (2) or more school districts may join together for educational  
10   purposes to form a service agency to purchase materials and/or provide  
11   services for use individually or in combination. The cooperative service  
12   agency thus formed shall be empowered to adopt bylaws, and act as a body cor-  
13   porate and politic with such powers as are assigned through its bylaws but  
14   limited to the powers and duties of local school districts. In its corporate  
15   capacity, this agency may sue and be sued and may acquire, hold and convey  
16   real and personal property necessary to its existence. The employees of the  
17   service agency shall be extended the same general rights, privileges and  
18   responsibilities as comparable employees of a school district. The cooper-  
19   ative service agency may elect to be its own fiscal agent for the purposes of  
20   providing an alternative school program, with the concurrence of the school  
21   districts for which it provides such services. In doing so the educational  
22   support program payments made pursuant to section 33-100~~23~~<sup>23</sup>, Idaho Code,  
23   that would have been distributed to the school district acting as the fiscal  
24   agent, shall instead be distributed to the cooperative service agency.

25         (2) A properly constituted cooperative service agency may request from  
26   its member school districts funding to be furnished by a tax levy not to  
27   exceed one-tenth of one percent (.1%) for a period not to exceed ten (10)  
28   years by such member school districts. Such levy must be authorized by an  
29   election held subject to the provisions of section 34-106, Idaho Code, and  
30   be conducted in each of the school districts pursuant to chapter 14, title  
31   34, Idaho Code, and approved by a majority of the district electors voting  
32   in such election. Moneys received by the member school districts from this  
33   source shall be transferred to the cooperative service agency upon receipt  
34   of billing from the agency. Excess revenue over billing must be kept in a  
35   designated account by the district, with accrued interest, and may only be  
36   spent as budgeted by the agency.

37         (3) For the purpose of constructing and maintaining facilities of a  
38   cooperative service agency, in addition to the levy authorized in subsection  
39   (2) of this section, a properly constituted cooperative service agency may  
40   request from its member school districts additional funding to be furnished  
41   by a tax levy not to exceed four-tenths of one percent (.4%) for a period not  
42   to exceed ten (10) years. Such levy must be authorized by an election held  
43   subject to the provisions of section 34-106, Idaho Code, and be conducted in  
44   each of the school districts pursuant to chapter 14, title 34, Idaho Code,  
45   and approved by sixty-six and two-thirds percent (66 2/3%) of the district  
46   electors voting in such election. If one (1) or more of the member districts  
47   fails to approve the tax levy in such election, the cooperative service  
48   agency may construct the facility through the support of the member dis-

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1 tricts approving the levy, but in no event shall the levy limits authorized  
2 in this subsection (3) be exceeded. Nothing shall prevent a member dis-  
3 trict that initially failed to approve the levy from conducting a subsequent  
4 election, held pursuant to section 34-106, Idaho Code, to authorize that  
5 district's participation in construction of the facility. Electors of the  
6 districts may approve continuation of such levy for an additional ten (10)  
7 years at an election held for that purpose. There is no limit on the number of  
8 elections which may be held for the purpose of continuing the levy authorized  
9 under this subsection (3) for an additional ten (10) years. The administra-  
10 tion and accounting of moneys received by imposition of the levy shall be the  
11 same as provided in subsection (2) of this section.

12 SECTION 37. That Section 33-515, Idaho Code, be, and the same is hereby  
13 amended to read as follows:

14 33-515. ISSUANCE OF RENEWABLE CONTRACTS. (1) During the third full  
15 year of continuous employment by the same school district, including any  
16 specially chartered district, each certificated employee named in subsec-  
17 tion (25) of section 33-1001, Idaho Code, and each school nurse and school  
18 librarian shall be evaluated for a renewable contract and shall, upon hav-  
19 ing been offered a contract for the next ensuing year, and upon signing and  
20 timely returning a contract for a fourth full year, be placed on a renewable  
21 contract status with said school district entitling such individual to the  
22 right to automatic renewal of contract, subject to the provisions included  
23 in this chapter, provided that instructional staff who have not obtained  
24 a professional endorsement under section 33-1201A, Idaho Code, may not  
25 be placed on a renewable contract status, ~~provided however, if the career~~  
26 ~~ladder pursuant to section 33-1004B, Idaho Code, is not funded, then a pro-~~  
27 ~~fessional endorsement shall not be required.~~

28 (2) At least once annually, the performance of each renewable contract  
29 certificated employee, school nurse, or school librarian shall be evaluated  
30 according to criteria and procedures established by the board of trustees in  
31 accordance with general guidelines approved by the state board of education.  
32 Such an evaluation shall be completed no later than June 1 of each year. The  
33 evaluation shall include a minimum of two (2) documented observations, one  
34 (1) of which shall be completed prior to January 1 of each year.

35 (3) Any contract automatically renewed under the provisions of this  
36 section may be renewed for a shorter term, longer term or the same length  
37 of term as stated in the current contract and at a greater, lesser or equal  
38 salary as that stated in the current contract. Absent the board's applica-  
39 tion of a formal reduction in force, renewals of standard teacher contracts  
40 may be for a shorter term, longer term or the same length of term as stated  
41 in the current standard teacher contract and at a greater, lesser or equal  
42 salary, ~~and shall be uniformly applied to all employees based upon the dis-~~  
43 ~~trict's adopted salary schedule to the extent allowable in section 33-1004E,~~  
44 ~~Idaho Code.~~

45 (a) Contracts issued pursuant to this section shall be issued on or be-  
46 fore the first day of July each year.

47 (b) At the discretion of the board, the district may issue letters of  
48 intent for employment for the next ensuing school year to renewable

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1 contract status employees during May of each school year. Such let-  
2 ter of intent shall not state a specific duration of the contract or  
3 salary/benefits term for the next ensuing school year.

4 ~~(c) Unless otherwise negotiated and ratified by both parties pursuant~~  
5 ~~to sections 33-1271, et seq., Idaho Code, standard teacher renewals for~~  
6 ~~terms shorter in length than that stated in the current standard con-~~  
7 ~~tract of renewable certificated employees, should be considered and im-~~  
8 ~~plemented only after the district has determined that the salary-based~~  
9 ~~apportionment reimbursement that it estimates it will receive for the~~  
10 ~~ensuing school year is less than the sum the district would otherwise be~~  
11 ~~paying for salaries for certificated professional employees.~~

12 (4) Nothing in this section shall prevent the board of trustees from of-  
13 fering a renewed contract increasing the salary of any certificated person,  
14 or from reassigning an administrative employee to a nonadministrative posi-  
15 tion with appropriate reduction of salary from the preexisting salary level.  
16 In the event the board of trustees reassigns an administrative employee to a  
17 nonadministrative position, the board shall give written notice to the em-  
18 ployee that contains a statement of the reasons for the reassignment. The  
19 employee, upon written request to the board, shall be entitled to an informal  
20 review of that decision. The process and procedure for the informal review  
21 shall be determined by the local board of trustees.

22 (5) Before a board of trustees can determine not to renew for reasons of  
23 an unsatisfactory report of the performance of any certificated person whose  
24 contract would otherwise be automatically renewed, such person shall be en-  
25 titled to a reasonable period of probation. This period of probation shall  
26 be preceded by a written notice from the board of trustees with reasons for  
27 such probationary period and with provisions for adequate supervision and  
28 evaluation of the person's performance during the probationary period. Such  
29 period of probation shall not affect the person's renewable contract status.  
30 Consideration of probationary status for certificated personnel is consid-  
31 eration of the status of an employee within the meaning of section 74-206,  
32 Idaho Code, and may be held in executive session. If the consideration re-  
33 sults in probationary status, the individual on probation shall not be named  
34 in the minutes of the meeting. A record of the decision shall be placed in the  
35 teacher's personnel file.

36 (6) If the board of trustees takes action to immediately discharge  
37 or discharge upon termination of the current contract a certificated per-  
38 son whose contract would otherwise be automatically renewed, the action  
39 of the board shall be consistent with the procedures specified in section  
40 33-513(5), Idaho Code, and furthermore, the board shall notify the employee  
41 in writing whether there is just and reasonable cause not to renew the con-  
42 tract or to reduce the salary of the affected employee, and if so, what  
43 reasons it relied upon in that determination.

44 (7) If the board of trustees takes action after the declaration of a fi-  
45 nancial emergency pursuant to section 33-522, Idaho Code, and such action is  
46 directed at more than one (1) certificated employee, and if mutually agreed  
47 to by both parties, a single informal review shall be conducted. Without  
48 mutual consent of both parties, the board of trustees shall use the follow-  
49 ing procedure to conduct a single due process hearing within sixty-seven

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1 (67) days of the declaration of financial emergency pursuant to section  
2 33-522(2), Idaho Code, or on or before June 22, whichever shall occur first:

3 (a) The superintendent or any other duly authorized administrative of-  
4 ficer of the school district may recommend the change in the length of  
5 the term stated in the current contract or reduce the salary of any cer-  
6 tificated employee by filing with the board of trustees written notice  
7 specifying the purported reasons for such changes.

8 (b) Upon receipt of such notice, the board of trustees, acting through  
9 its duly authorized administrative official, shall give the affected  
10 employees written notice of the reductions and the recommendation of  
11 the change in the length of the term stated in the current contract or  
12 the reduction of salary, along with written notice of a hearing be-  
13 fore the board of trustees prior to any determination by the board of  
14 trustees.

15 (c) The hearing shall be scheduled to take place not less than six (6)  
16 days nor more than fourteen (14) days after receipt of the notice by the  
17 employees. The date provided for the hearing may be changed by mutual  
18 consent.

19 (d) The hearing shall be open to the public.

20 (e) All testimony at the hearing shall be given under oath or affirma-  
21 tion. Any member of the board, or the clerk of the board of trustees, may  
22 administer oaths to witnesses or affirmations by witnesses.

23 (f) The employees may be represented by legal counsel and/or by a repre-  
24 sentative of a local or state education association.

25 (g) The chairman of the board of trustees or the designee of the chair-  
26 man shall conduct the hearing.

27 (h) The board of trustees shall cause an electronic record of the hear-  
28 ing to be made or shall employ a competent reporter to take stenographic  
29 or stenotype notes of all the testimony at the hearing. A transcript of  
30 the hearing shall be provided at cost by the board of trustees upon re-  
31 quest of the employee.

32 (i) At the hearing, the superintendent or other duly authorized admin-  
33 istrative officer shall present evidence to substantiate the reduction  
34 contained in such notice.

35 (j) The employees may produce evidence to refute the reduction. Any  
36 witness presented by the superintendent or by the employees shall be  
37 subject to cross-examination. The board of trustees may also examine  
38 witnesses and be represented by counsel.

39 (k) The affected employees may file written briefs and arguments with  
40 the board of trustees within three (3) days after the close of the hear-  
41 ing or such other time as may be agreed upon by the affected employees  
42 and the board of trustees.

43 (l) Within seven (7) days following the close of the hearing, the board  
44 of trustees shall determine and, acting through its duly authorized ad-  
45 ministrative official, shall notify the employees in writing whether  
46 the evidence presented at the hearing established the need for the ac-  
47 tion taken.

48 The due process hearing pursuant to this subsection shall not be required if  
49 the board of trustees and the local education association reach an agreement  
50 on issues agreed upon pursuant to section 33-522(3), Idaho Code.

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(8) If the board of trustees, for reasons other than unsatisfactory service, for the ensuing contract year, determines to change the length of the term stated in the current contract, reduce the salary or not renew the contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require a probationary period.

(9) If the board of trustees, for reasons other than unsatisfactory service, for the ensuing contract year, determines to change the length of the term stated in the current contract or reduce the salary of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require any individualized due process proceeding. In such circumstance, the board shall hold a single informal review for all impacted employees. The process and procedure for the single informal review shall be determined by the local board of trustees.

SECTION 38. That Section 33-522, Idaho Code, be, and the same is hereby amended to read as follows:

33-522. FINANCIAL EMERGENCY. (1) Prior to declaring a financial emergency, the board of trustees shall hold a public meeting for the purpose of receiving input concerning possible solutions to the financial problems facing the school district.

(2) If the state department of education certifies that ~~one (1) or more~~ of the conditions in paragraph (a), ~~(b) or (c)~~ of this subsection are is met, then the board of trustees may declare a financial emergency if it determines that the condition in paragraph ~~(f)~~d of this subsection is also met. Alternatively, the board of trustees may declare a financial emergency if it determines that either of the conditions in paragraph ~~(d)~~b or ~~(e)~~c of this subsection are met and the state department of education certifies that the condition set forth in paragraph ~~(f)~~d of this subsection is also met.

~~(a) Any of the base salary multipliers in section 33-1004E, Idaho Code, are reduced by one and one-half percent (1 1/2%) or more from any prior fiscal year.~~

~~(b) The minimum instructional salary provision in section 33-1004E, Idaho Code, is reduced by one and one-half percent (1 1/2%) or more from any prior fiscal year.~~

~~(c) The amount of total general fund money appropriated per support unit student-based foundation funding is reduced by greater than three percent (3%) from the original general fund appropriation per support unit of any prior fiscal year.~~

~~(d) The amount of property tax revenue to be collected by the school district that may be used for any general fund purpose, with the exception of any emergency levy funds, is reduced from the prior fiscal year, and the amount of said reduction represents more than one and one-half percent (1 1/2%) of the school district's general fund budget for combined state and local revenues from the prior fiscal year.~~

~~(e) The school district's general fund has decreased by at least one and one-half percent (1 1/2%) from the previous year's level due to a decrease in funding or natural disaster, but not as a result of a drop in the number of support units or the index multiplier calculated pursuant to section 33-1004A, Idaho Code, or a change in the emergency levy.~~

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1        (f) The school district's unrestricted general fund balance, which  
2        excludes funds restricted by state or federal law and considering both  
3        anticipated expenditures and revenue, is less than five and one-half  
4        percent (5 1/2%) of the school district's unrestricted general fund  
5        budget at the time the financial emergency is declared or for the fiscal  
6        year for which the financial emergency is declared.  
7        (3) Upon its declaration of a financial emergency, the board of  
8        trustees shall:  
9        (a) Have the power to reopen the salary and benefits compensation as-  
10        pects of the negotiated agreement, including the length of the certifi-  
11        cated employee contracts and the amount of compensation and benefits;  
12        and  
13        (b) If the parties to the negotiated agreement mutually agree, reopen  
14        other matters contained within the negotiated agreement directly af-  
15        fecting the financial circumstances in the school district.  
16        If the board of trustees exercises the power provided in this subsection con-  
17        sistent with the requirements of subsection (2) of this section, both the  
18        board of trustees and the local education association shall meet and confer  
19        in good faith for the purpose of reaching an agreement on such issues.  
20        (4) If, after the declaration of a financial emergency pursuant to  
21        subsection (2) of this section, both parties have met and conferred in good  
22        faith and an agreement has not been reached, the board of trustees may impose  
23        its last, best offer, following the outcome of the due process hearing held  
24        pursuant to section 33-515(7), Idaho Code.  
25        (5) A financial emergency declared pursuant to subsection (2) of this  
26        section shall be effective for only one (1) fiscal year at a time and shall  
27        not be declared by the board of trustees for a second consecutive year, un-  
28        less so qualified by additional reductions pursuant to the conditions listed  
29        in subsection (2) of this section.  
30        (6) The time requirements of sections 33-514(2) and 33-515(2), Idaho  
31        Code, shall not apply in the event a financial emergency is declared pursuant  
32        to subsection (2) of this section.

33        SECTION 39. That Section 33-801A, Idaho Code, be, and the same is hereby  
34        amended to read as follows:

35        33-801A. GENERAL FUND CONTINGENCY RESERVE. The board of trustees of  
36        any school district may create and establish a general fund contingency re-  
37        serve within the annual school district budget. Such general fund contin-  
38        gency reserve shall not exceed five per cent (5%) of the total general fund  
39        budget, ~~or the equivalent value of one (1) support unit computed as required~~  
40        ~~by section 33-1002, Idaho Code, whichever is greater.~~ Disbursements from  
41        said fund may be made by resolution from time to time as the board of trustees  
42        determines necessary for contingencies that may arise. The balance of said  
43        fund shall not be accumulated beyond the budgeted fiscal year. If any money  
44        remains in the contingency reserve it shall be treated as an item of income in  
45        the following year's budget.

46        SECTION 40. That Section 33-804, Idaho Code, be, and the same is hereby  
47        amended to read as follows:

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1        33-804. SCHOOL PLANT FACILITIES RESERVE FUND LEVY. In any school dis-  
2 trict in which a school plant facilities reserve fund has been created, ei-  
3 ther by resolution of the board of trustees or by apportionment to new dis-  
4 tricts according to the provisions of section 33-901, Idaho Code, to provide  
5 funds therefor the board of trustees shall submit to the qualified school  
6 electors of the district the question of a levy not to exceed four-tenths of  
7 one percent (.4%) of market value for assessment purposes in each year, as  
8 such valuation existed on December 31 of the previous year, for a period not  
9 to exceed ten (10) years.

10        The question of a levy to be submitted to the electors of the district  
11 and the notice of such election shall state the dollar amount proposed to be  
12 collected each year during the period of years in each of which the collec-  
13 tion is proposed to be made, the percentage of votes in favor of the proposal  
14 which are needed to approve the proposed dollar amount to be collected, and  
15 the purposes for which such funds shall be used. Said notice shall be given,  
16 the election shall be held subject to the provisions of section 34-106, Idaho  
17 Code, and conducted and the returns canvassed as provided in title 34, Idaho  
18 Code; and the dollar amount to be collected shall be approved only if:

19        (1-) Fifty-five percent (55%) of the electors voting in such election  
20 are in favor thereof if the levy will result in a total levy for school plant  
21 facilities and bonded indebtedness of less than two-tenths of one percent  
22 (.2%) of market value for assessment purposes as such valuation existed on  
23 December 31 of the year immediately preceding the election;

24        (2-) Sixty percent (60%) of the electors voting in such election are in  
25 favor thereof if the levy will result in a total levy for school plant facil-  
26 ities and bonded indebtedness of two-tenths of one percent (.2%) or more and  
27 less than three-tenths of one percent (.3%) of market value for assessment  
28 purposes as such valuation existed on December 31 of the year immediately  
29 preceding the election; or

30        (3-) Two-thirds (2/3) of the electors voting in such election are in fa-  
31 vor thereof if the levy will result in a total levy for school plant facili-  
32 ties and bonded indebtedness of three-tenths of one percent (.3%) or more of  
33 market value for assessment purposes as such valuation existed on December  
34 31 of the year immediately preceding the election.

35        If the question be approved, the board of trustees may make a levy, not  
36 to exceed four-tenths of one percent (.4%) of market value for assessment  
37 purposes as such valuation existed on December 31 of the previous year, in  
38 each year for which the collection was approved, sufficient to collect the  
39 dollar amount approved and may again submit the question at the expiration  
40 of the period of such levy, for the dollar amount to be collected during each  
41 year, and the number of years which the board may at that time determine. Or,  
42 during the period approved at any such election, if such period be less than  
43 ten (10) years or the levy be less than four-tenths of one percent (.4%) of  
44 market value for assessment purposes as such valuation existed on December  
45 31 of the previous year, the board of trustees may submit to the qualified  
46 school electors in the same manner as before, the question whether the number  
47 of years, or the levy, or both, be increased, but not to exceed the maximum  
48 herein authorized. If such increase or increases be approved by the elec-  
49 tors, the terms of such levy shall be in lieu of those approved in the first  
50 instance, but disapproval shall not affect any terms theretofore in effect.

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1 Any bonded indebtedness incurred in accordance with the provisions of  
2 section 33-1103, Idaho Code, subsequent to the approval of a plant facili-  
3 ties reserve fund levy shall not affect the terms of that levy for any time  
4 during which such levy is in effect.

5 ~~(4-)~~ In any fiscal year in which the state department of education cer-  
6 tifies that the ~~statewide per support unit funding for salary-based appor-~~  
7 ~~tionment and discretionary funds~~ student-based foundation funding has de-  
8 creased, in the aggregate, from the prior fiscal year, the board of trustees  
9 of any school district with a previously approved plant facilities levy may  
10 submit to the qualified electors of the school district the question of con-  
11 verting a previously approved plant facilities levy to a supplemental levy,  
12 subject to the following:

13 (a) The term of the supplemental levy shall not exceed the lesser of two  
14 (2) years or the remaining term on the previously approved plant facili-  
15 ties levy; and

16 (b) The first tax year of conversion shall be the one in which the rev-  
17 enues collected will accrue to the fiscal year in which the state de-  
18 partment of education certifies that the condition stated in subsection  
19 4. of this section exists; and

20 (c) Up to one hundred percent (100%) of the previously approved plant  
21 facilities levy amount may be converted; and

22 (d) Conversion of a plant facilities levy to a supplemental levy shall  
23 not affect any other supplemental levy; and

24 (e) The question to be submitted to the electors of the district and  
25 the notice of such election shall state the dollar amount proposed to be  
26 converted each year, the number of years to be converted, the percentage  
27 of the plant facilities levy that is proposed for conversion, and the  
28 purposes for which such funds shall be used; and

29 (f) Prior to January 1, 2011, the election notice shall be given, the  
30 election shall be conducted and the returns canvassed as provided in  
31 chapter 4, title 33, Idaho Code. On and after January 1, 2011, the elec-  
32 tion notice shall be given, the election shall be held subject to the  
33 provisions of section 34-106, Idaho Code, and conducted and the returns  
34 canvassed as provided in title 34, Idaho Code; and

35 (g) The dollar amount to be converted and collected shall be approved  
36 only if a majority of the electors voting in the election are in favor;  
37 and

38 (h) Upon expiration of the term of conversion, the supplemental levy  
39 shall revert to the previously approved plant facilities levy for any  
40 approved years remaining on the balance of its term; and

41 (i) Any years in which a previously approved plant facilities levy  
42 is converted to a supplemental levy pursuant to this subsection shall  
43 count against the years for which the plant facilities levy was ap-  
44 proved; and

45 (j) If a majority of the electors voting in the election fail to vote  
46 in favor, the previously approved plant facilities levy shall not be af-  
47 fected.

48 SECTION 41. That Section 33-805, Idaho Code, be, and the same is hereby  
49 amended to read as follows:

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33-805. SCHOOL EMERGENCY FUND LEVY. (1) Before the second Monday of September in each year, the board of trustees of any school district which qualifies under the provisions of this section may certify its need hereunder to the board of county commissioners in each county in which the district may lie, and request a school emergency fund levy upon all taxable property in the district.

(2) The board of trustees shall compute the number of ~~pupils in average daily attendance~~ students enrolled in the schools of the district as of such date, and if there be ~~pupils in average daily attendance~~ students enrolled above the number ~~in average daily attendance~~ of students enrolled for the same period of the school year immediately preceding the board shall:

1-(a) Divide the total of the student-based foundation ~~program allowance~~ funding based on said last annual report by the ~~total~~ number of ~~pupils in average daily attendance~~ students enrolled shown thereon;

2-(b) Multiply the quotient so derived by the number of additional ~~pupils in average daily attendance~~ students enrolled.

(3) The number of ~~pupils in average daily attendance~~ students enrolled for each period and the amount so computed shall be certified to the board of county commissioners of the county in which the district lies.

(4) In the case of a joint district, the board of trustees shall certify to the board of county commissioners of each county in which the district lies, to each, that proportion of the amount computed, as hereinabove, as the assessed value of taxable property within the district situate in each such county bears to the total assessed value of all taxable property in the district.

(5) After receiving the amounts certified, as hereinabove provided, the board, or boards, of county commissioners shall determine the levy according to section 63-805(3), Idaho Code, as amended; and the proceeds of any such levy shall be credited to the general fund of the district.

(6) The school district shall advertise its intent to seek an emergency levy pursuant to this section by publishing in at least the newspaper of largest paid circulation published in the county of the district, or if there is no such newspaper, then in a newspaper published nearest to the district where the advertisement is required to be published. For purposes of this section, the definition of "newspaper" shall be as established in sections 60-106 and 60-107, Idaho Code; provided further that the newspaper of largest circulation shall be established by the statement of average annual paid weekday circulation listed on the newspaper's sworn statement of ownership that was filed with the United States post office on a date most recently preceding the date on which the advertisement required in this section is to be published. The advertisement shall be run when the school district ascertains that it will request an emergency school fund levy as provided in this section and shall be published once a week for two (2) weeks following action by the board of trustees.

(7) The form and content of the notice shall be substantially as follows:

NOTICE OF PROPERTY TAX INCREASE BY SCHOOL BOARD

The (name of the school district) has proposed to increase the amount of ad valorem tax dollars it collects by certifying a school emergency fund levy

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pursuant to section 33-805, Idaho Code, for the period ..... to .....  
. The total amount of dollars to be collected pursuant to this levy is estimated to be ..... The amount of dollars to be collected pursuant to this levy on a typical home of \$50,000 taxable value of last year is estimated to be ..... The amount of dollars to be collected pursuant to this levy on a typical farm of \$100,000 taxable last year is estimated to be ..... The amount of dollars to be collected pursuant to this levy on a typical business of \$200,000 taxable value of last year is estimated to be .....

CAUTION TO TAXPAYER: The amounts shown in this schedule do NOT reflect tax charges that are made because of voter approved bond levies, override levies, supplemental levies, or levies applicable to newly annexed property. Also the amounts shown in this schedule are an estimate only and can vary with the amount of dollars and the levy amount certified and the taxable value of individual property.

SECTION 42. That Section 33-905, Idaho Code, be, and the same is hereby amended to read as follows:

33-905. SCHOOL DISTRICT BUILDING ACCOUNT -- PAYMENTS TO ACCOUNT -- MONEYS APPROPRIATED TO STATE BOARD -- APPLICATION FOR MONEYS -- PAYMENTS TO DISTRICTS -- REPORTS ON APPLICATIONS -- USES OF MONEYS. (1) The state of Idaho, in order to fulfill its responsibility to establish and maintain a general, uniform and thorough system of public, free common schools, hereby creates and establishes the school district building account in the state treasury. The school district building account shall have paid into it such appropriations or revenues as may be provided by law.

(2) By not later than August 31, moneys in the account pursuant to distribution from section 67-7434, Idaho Code, the lottery dividends and interest earned thereon, shall be distributed to each of the several school districts, in the proportion that the average daily attendance student enrollment count of that district for the previous school year bears to the total average daily attendance student enrollment count of the state during the previous school year. For the purposes of this subsection (2) only, the Idaho school for the deaf and the blind shall be considered a school district, and shall receive a distribution based upon the average daily attendance student enrollment count of the school. Average daily attendance Student enrollment counts shall be calculated determined as provided in section 33-1002(3)B, Idaho Code, and rules promulgated thereunder. For the purposes of this subsection (2) only, any school for the deaf and the blind operated by the Idaho bureau of educational services for the deaf and the blind shall be considered a school district, and shall receive a distribution based upon the average daily attendance student enrollment count of the school.

(3) Any other state moneys that may be made available shall be distributed to meet the requirements of section 33-1019, Idaho Code. If the amount of such funds exceeds the amount needed to meet the provisions of section 33-1019, Idaho Code, then the excess balance shall be transferred to the public education stabilization fund.

(4) All payments from the school district building account shall be paid out directly to the school district in warrants drawn by the state

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1 controller upon presentation of proper vouchers from the state board of ed-  
2 ucation. Pending payments out of the school district building account, the  
3 moneys in the account shall be invested by the state treasurer in the same  
4 manner as provided under section 67-1210, Idaho Code, with respect to other  
5 idle moneys in the state treasury. Interest earned on the investments shall  
6 be returned to the school district building account.

7 (5) Payments from the school district building account received by a  
8 school district shall be used by the school district for the purposes autho-  
9 rized in section 33-1019, Idaho Code, up to the level of the state match so  
10 required. Any payments from the school district building account received  
11 by a school district that are in excess of the state match requirements of  
12 section 33-1019, Idaho Code, may be used by the school district for the pur-  
13 poses authorized in section 33-1102, Idaho Code.

14 SECTION 43. That Section 33-906, Idaho Code, be, and the same is hereby  
15 amended to read as follows:

16 33-906. BOND LEVY EQUALIZATION SUPPORT PROGRAM. (1) Pursuant to sec-  
17 tion 33-906B, Idaho Code, school districts with a value index below one (1)  
18 shall be eligible to receive additional state financial assistance for the  
19 cost of annual bond interest and redemption payments made on bonds passed on  
20 or after September 15, 2002. However, any school district with a value index  
21 of less than one and one-half (1.5), shall receive no less than ten percent  
22 (10%) of the interest cost portion of the annual bond interest and redemption  
23 payment for bonds passed on or after September 15, 2002. The state depart-  
24 ment of education shall disburse such funds to school districts from mon-  
25 eys appropriated from the bond levy equalization fund. The department shall  
26 disburse the funds by no later than September 1 of each year for school dis-  
27 tricts in which voters have approved the issuance of qualifying bonds by no  
28 later than January 1 of that calendar year, and which are certifying a qual-  
29 ifying bond interest and redemption payment for the fiscal year in which the  
30 disbursement is made. For districts with a value index below one (1), the  
31 percentage of each annual bond interest and redemption payment that is paid  
32 by the state shall be determined by dividing the difference between one (1)  
33 and the school district's value index by one (1).

34 (2) For the purposes of this section, the annual bond interest and re-  
35 demption payment shall be determined by dividing the total payment amounts  
36 by the number of fiscal years in which payments are to be made. The inter-  
37 est cost portion of the annual bond interest and redemption payment shall be  
38 determined by dividing the total interest paid by the number of fiscal years  
39 in which payments are to be made. For school districts not qualifying for  
40 a state payment in the first year of the bond interest and redemption pay-  
41 ment schedule, due solely to the January 1 eligibility deadline, the state  
42 department of education shall distribute an additional payment in the next  
43 fiscal year, in the amount of such funds that the school district would have  
44 otherwise qualified for in the current fiscal year.

45 (3) The provisions of this section may not be utilized to refinance  
46 existing debt or subsidize projects previously subsidized by state grants,  
47 unless the existing debt being refinanced is a bond passed on or after  
48 September 15, 2002; provided however, that any school district that has

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1 issued qualifying bonds prior to June 30, 2004, in conformance with this sec-  
2 tion shall not be deemed to be refinancing existing debt when the qualifying  
3 bonds are utilized to finance the acquisition of public school facilities  
4 previously leased or financed through means other than the issuance of gen-  
5 eral obligation bonds approved by a two-thirds (2/3) vote at an election  
6 called for that purpose subject to subsection (5) of this section.

7 (4) School districts shall annually report the status of all qualifying  
8 bonds to the state department of education by January 1 of each year, includ-  
9 ing bonds approved by the voters, but not yet issued. Information submitted  
10 shall include the following:

11 (a) The actual or estimated bond interest and redemption payment sched-  
12 ule;

13 (b) Any qualifying bond that has been paid off;

14 (c) Other information as may be required by the state department of edu-  
15 cation.

16 (5) No school district project eligible for participation in the bond  
17 levy equalization support program shall be deemed ineligible for participa-  
18 tion due to that school district project's eligibility and prior participa-  
19 tion in the safe school facilities loan and grant program or the Idaho safe  
20 schools facilities program under section 33-804A, ~~33-1017~~ or 33-1613, Idaho  
21 Code, provided that:

22 (a) Such school district notifies the state department of education of  
23 its desire and eligibility to participate in the bond levy equalization  
24 support program; and

25 (b) Such school district shall receive no state financial assistance  
26 for the project under the bond levy equalization support program until  
27 the amount to which it would otherwise have been entitled to receive  
28 shall equal the amounts received by the school district under the safe  
29 school facilities loan and grant program or the Idaho safe schools fa-  
30 cilities program under section 33-804A, ~~33-1017~~ or 33-1613, Idaho Code.

31 (6) Any school district formed as a result of the consolidation of two  
32 (2) or more school districts that passes an eligible bond within three (3)  
33 years of the successful consolidation election shall participate in the bond  
34 levy equalization support program at the district's actual value index minus  
35 twenty-five hundredths (.25). This adjustment shall apply for the duration  
36 of the bond interest and redemption payment schedule. If a school district  
37 advantaged by this subsection (6) deconsolidates either during the appli-  
38 cable bond interest and redemption payment schedule, or within a three (3)  
39 year period thereafter, each deconsolidated district shall, upon deconsol-  
40 idation, repay to the bond levy equalization fund all additional subsidies  
41 received pursuant to this subsection (6). The proportions owed by each de-  
42 consolidated district shall be determined by the proportion that each dis-  
43 trict's market value for assessment purposes bears to the whole.

44 SECTION 44. That Section 33-906B, Idaho Code, be, and the same is hereby  
45 amended to read as follows:

46 33-906B. VALUE INDEX CALCULATION. (1) The state department of educa-  
47 tion shall establish a value index for each school district, based on each  
48 school district's market value per ~~support unit~~ average weighted student

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1 count for equalization purposes, the average annual seasonally-adjusted  
2 unemployment rate in the county in which a plurality of the school district's  
3 market value for assessment purposes of taxable property is located and the  
4 per capita income in the county in which a plurality of the school district's  
5 market value for assessment purposes is located. The value index for each  
6 school district shall be calculated as the sum of the following three (3)  
7 components:

8 (1a) The state department of education shall annually calculate each  
9 school district's market value per ~~support unit~~ average weighted stu-  
10 dent count, based on the market values that would be used to calculate a  
11 bond levy, and the statewide average. The first portion of the value in-  
12 dex shall be calculated by dividing the school district's figure by the  
13 statewide average figure and dividing the result of this calculation by  
14 two (2).

15 (2b) The second portion of the value index shall be calculated by di-  
16 viding the statewide unemployment rate by the unemployment rate in the  
17 county in which a plurality of the school district's market value for  
18 assessment purposes of taxable property is located, and dividing the  
19 result of this calculation by four (4). For the purposes of this sub-  
20 section, the statewide unemployment rate and county unemployment rates  
21 shall be based on the most recent average annual seasonally-adjusted  
22 unemployment rate data reported by the United States department of la-  
23 bor, for which there is a complete calendar year of data.

24 (3c) The third portion of the value index shall be calculated by divid-  
25 ing the county per capita income in the county in which a plurality of  
26 the school district's market value for assessment purposes of taxable  
27 property is located by the statewide per capita income, and dividing the  
28 result of this calculation by four (4). For the purposes of this subsec-  
29 tion, the statewide per capita income and county per capita income shall  
30 be based on the most recent data reported by the United States depart-  
31 ment of commerce, for which there is a complete calendar year of data.

32 (2) If a bond is passed by a subdistrict created pursuant to section  
33 33-351, Idaho Code, the index used shall be that of the school district. For  
34 subdistricts created as a result of consolidation, for the purposes of re-  
35 tiring prior bonded indebtedness, pursuant to section 33-311, Idaho Code,  
36 the subdistrict shall retain the value index factor calculated in subsec-  
37 tion (1) of this section, as such factor was calculated in the subdistrict's  
38 last fiscal year as a separate school district. The remaining components of  
39 the subdistrict's value index calculation shall be that of the consolidated  
40 school district, as calculated each year.

41 SECTION 45. That Section 33-1405, Idaho Code, be, and the same is hereby  
42 amended to read as follows:

43 33-1405. RATES OF TUITION -- TUITION CERTIFICATES. (1) The state de-  
44 partment of education shall prepare and distribute all necessary forms; and  
45 shall issue to each school district, annually, a tuition certificate bearing  
46 a serial number, which certificate shall authorize the receiving district to  
47 charge and to bill for the tuition of its nonresident ~~pupils~~ students where  
48 tuition has not been waived.

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1       (2) In determining tuition rates to be charged by any creditor school  
2 district, the state department of education shall compute the sum of that  
3 district's maintenance and operation costs, depreciation on its buildings,  
4 equipment, and other property, and the interest, if any paid by it on bonded  
5 debt or registered warrants. The said state department of education shall  
6 then compute what proportion of the sum of said costs, depreciation and in-  
7 terest is allocable to elementary schools, and what proportion is allocable  
8 to secondary schools, in the district. The proportion allocable to elemen-  
9 tary schools shall then be divided by the ~~average daily attendance~~ student  
10 ~~enrollment count~~ of elementary schools ~~pupils~~, and the proportion alloca-  
11 ble to secondary schools shall be divided by the ~~average daily attendance~~  
12 ~~student enrollment counts~~ of secondary schools ~~pupils~~, in the district, and  
13 the amount so determined shall be the gross per ~~pupil~~ student cost, elemen-  
14 tary or secondary, as the case may be. The net per ~~pupil~~ student cost shall be  
15 the gross per ~~pupil~~ student cost less the per ~~pupil~~ student apportionment to  
16 the district of any student-based foundation ~~program~~ funds.

17       (3) Computations of tuition rates shall be made as of the school year  
18 next preceding the year for which tuition charges are determined and made.

19       (4) Charges for tuition made by any creditor school district shall be  
20 its net per ~~pupil~~ student cost, as hereinabove defined; except that its gross  
21 per ~~pupil~~ student cost shall be charged where any ~~pupil~~ student has trans-  
22 ferred to the creditor district by transfer other than one prescribed by  
23 section 33-1403, Idaho Code, or where the home district of any ~~pupil~~ student  
24 attending school in the creditor district is without the state of Idaho.

25       (5) The board of trustees of a school district may request a waiver from  
26 the state board of education of any portion of the tuition rate determined  
27 pursuant to this section. A waiver request must be made for each individual  
28 student, and may be requested for up to four (4) years, subject to annual re-  
29 view by the local board of trustees. Waivers must be requested before April 1  
30 of the year prior to the operative date.

31       SECTION 46. That Section 33-1406, Idaho Code, be, and the same is hereby  
32 amended to read as follows:

33       33-1406. BILLS OF TUITION. (1) Bills of tuition for nonresident pupils  
34 shall be rendered by each creditor district and for nonresident pupils at-  
35 tending any school of the creditor district under the provisions of section  
36 33-1403 or 33-1404, Idaho Code, the bill of tuition shall be submitted to  
37 the home district of such pupils. In all other cases, the creditor district  
38 may submit to the parent of any nonresident pupil attending school in its  
39 district a bill of tuition of such pupil, and such parent shall be liable  
40 for the payment of said tuition, if so billed. Tuition reimbursement for  
41 nonresident pupils who are placed by court order under provisions of the  
42 Idaho juvenile corrections or child protective acts may be obtained by the  
43 creditor district through procedures established in section 33-1002~~5~~, Idaho  
44 Code, for nonresident tuition-equivalency allowance.

45       (2) Each bill of tuition submitted to a home district shall show the se-  
46 rial number of the tuition certificate last issued to the creditor district  
47 by the state department of education and shall show also the number of pupils

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1 for whom tuition is charged, which charge shall be as shown by the said tu-  
2 tion certificate.

3 (3) Bills of tuition, if submitted other than annually, shall be appor-  
4 tioned according to the number of school months for which any such bill is ap-  
5 plicable. A fraction of a school month shall be deemed a school month.

6 SECTION 47. That Section 33-1613, Idaho Code, be, and the same is hereby  
7 amended to read as follows:

8 33-1613. SAFE PUBLIC SCHOOL FACILITIES REQUIRED. (1) Definition. As  
9 used in this section, "public school facilities" means the physical plant of  
10 improved or unimproved real property owned or operated by a school district,  
11 a charter school, or a school for children in any grades kindergarten through  
12 twelve (12) that is operated by the state of Idaho, including school build-  
13 ings, administration buildings, playgrounds, athletic fields, etc., used by  
14 schoolchildren or school personnel in the normal course of providing a gen-  
15 eral, uniform and thorough system of public, free common schools, but does  
16 not include areas, buildings or parts of buildings closed from or not used  
17 in the normal course of providing a general, uniform and thorough system of  
18 public, free common schools. The aspects of a safe environment conducive  
19 to learning as provided by section 33-1612, Idaho Code, that pertain to the  
20 physical plant used to provide a general, uniform and thorough system of pub-  
21 lic, free common schools are hereby defined as those necessary to comply with  
22 the safety and health requirements set forth in this section.

23 (2) Inspection. It is the duty of the board of trustees of every school  
24 district and the governing body for other schools described in subsection  
25 (1) of this section at least once in every school year to require an indepen-  
26 dent inspection of the school district's or other entity's school facilities  
27 to determine whether those school facilities comply with codes addressing  
28 safety and health standards for facilities, including electrical, plumbing,  
29 mechanical, elevator, fire safety, boiler safety, life safety, structural,  
30 snow loading, and sanitary codes, adopted by or pursuant to the Idaho uni-  
31 form school building safety act, chapter 80, title 39, Idaho Code, adopted  
32 by the state fire marshal, adopted by generally applicable local ordinances,  
33 or adopted by rule of the state board of education and applicable to school  
34 facilities. The inspection shall be done pursuant to chapter 80, title 39,  
35 Idaho Code, or by an independent inspector professionally qualified to con-  
36 duct inspections under the applicable code. The results of the inspection  
37 shall be presented to the administrator of the division of building safety  
38 and the board of trustees or other governing body for its review and consid-  
39 eration.

40 (3) Abatement required -- Reporting. The board of trustees or other  
41 governing body shall require that the unsafe or unhealthy conditions be  
42 abated and shall instruct the school district's or other entity's person-  
43 nel to take necessary steps to abate unsafe or unhealthy conditions. The  
44 board of trustees or other governing body must issue a report in the same  
45 school year in which the inspections are made declaring whether any unsafe  
46 or unhealthy conditions identified have not been abated. The state board  
47 of education shall, by rule, provide for uniform reporting of unsafe and  
48 unhealthy conditions and for uniform reporting of abatement or absence of

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1 abatement of unsafe and unhealthy conditions. Copies of such reports shall  
2 be provided to the administrator of the division of building safety and the  
3 board of trustees of the school district.

4 (4) Costs of and plan of abatement. If the school district or other en-  
5 tity described in subsection (1) of this section can abate all unsafe or un-  
6 healthy conditions identified with the funds available to the school dis-  
7 trict or other entity, it shall do so, and it need not separately account for  
8 the costs of abatement nor segregate funds expended for abatement. If the  
9 school district or other entity cannot abate all unsafe or unhealthy condi-  
10 tions identified with the funds available to it, the board of trustees or  
11 other governing body shall direct that a plan of abatement be prepared. The  
12 plan of abatement shall provide a timetable that shall begin no later than  
13 the following school year and that shall provide for abatement with all de-  
14 liberate speed of unsafe and unhealthy conditions identified. The abate-  
15 ment plan shall be submitted to the administrator of the division of build-  
16 ing safety. The school district or other entity shall immediately begin to  
17 implement its plan of abatement and must separately account for its costs of  
18 abatement of unsafe and unhealthy conditions and separately segregate funds  
19 for the abatement of unsafe and unhealthy conditions as required by subsec-  
20 tion (5) of this section.

21 (5) Special provisions for implementation of plan of abatement.

22 (a) Notwithstanding any other provisions of law concerning expenditure  
23 of lottery moneys distributed to the school district or other entity,  
24 all lottery moneys provided to the school district or other entity for  
25 a school year in which the school district cannot abate unsafe or un-  
26 healthy conditions identified and not legally encumbered to other uses  
27 at the time and all lottery moneys for following school years shall be  
28 segregated and expended exclusively for abatement of unsafe and un-  
29 healthy conditions identified until all of the unhealthy and unsafe  
30 conditions identified are abated, ~~provided, if the school district~~  
31 ~~has obtained a loan from the [school] safety and health revolving loan~~  
32 ~~and grant fund, the provisions of section 33-1017, Idaho Code, and the~~  
33 ~~conditions of the loan shall determine the use of the school district's~~  
34 ~~lottery moneys during the term of the loan.~~

35 (b) If the lottery moneys referred to in paragraph (a) of this subsec-  
36 tion will, in the board of trustees' or other governing bodies' esti-  
37 mation, be insufficient to abate the unsafe and unhealthy conditions  
38 identified, the plan of abatement shall identify additional sources of  
39 funds to complete the abatement of the unsafe and unhealthy conditions.  
40 The board of trustees may choose from among the following sources, or  
41 from other sources of its own identification, but the plan of abatement  
42 must identify sufficient sources of funds for abatement.

43 (i) If the school district is not levying under chapter 8, ti-  
44 tle 33, Idaho Code, at the maximum levies allowed by law for levies  
45 that may be imposed by a board of trustees without an election, the  
46 board of trustees may increase any of those levies as allowed by  
47 law for the school year following the school year in which it was  
48 unable to abate unsafe or unhealthy conditions identified.

49 (ii) If the school district is levying under chapter 8, title 33,  
50 Idaho Code, at the maximum levies allowed by law for levies that

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may be imposed by the board of trustees without an election; or, if after increasing those levies to the maximum levies allowed by law for levies that may be imposed by the board of trustees without an election, there will still be insufficient funds to abate unsafe or unhealthy conditions identified, the school district, after giving notice and conducting a hearing, may declare a financial emergency and/or may apply for a loan ~~or, if eligible, an interest grant from the [school] safety and health revolving loan and grant fund as provided in section 33-1017, Idaho Code,~~ to obtain funds to abate the unsafe or unhealthy conditions identified. (iii) Upon the declaration of a financial emergency, the board of trustees shall have the power to impose a reduction in force, to freeze some or all salaries in the school district, and/or to suspend some or all contracts that may be legally suspended upon the declaration of a financial emergency; provided, that when a board of trustees declares a financial emergency, ~~or when a declaration of a financial emergency is imposed by the state treasurer pursuant to section 33-1017, Idaho Code,~~ and there is a reduction in force, some or all salaries are frozen, or some contracts are suspended, the payments to the school district under the foundation program of chapter 10, title 33, Idaho Code, and in particular the staff allowances under that chapter, shall not be reduced during the duration of the financial emergency as a result of a reduction in force, frozen salaries, or suspended salaries from what the staff allowance would be without the reduction in force, frozen salaries or suspended contracts.

(c) All costs of abatement for a program implementing plans of abatement under subsection (5) of this section must be separately accounted for and documented with regard to abatement of each unsafe or unhealthy condition identified. ~~Funds obtained under section 33-1017, Idaho Code, must be used exclusively to abate unsafe or unhealthy conditions identified. Funds obtained pursuant to section 33-1017, Idaho Code, in excess of funds necessary to abate unsafe or unhealthy conditions identified must be returned as provided in section 33-1017, Idaho Code. Return of these funds shall be judicially enforceable as provided in section 33-1017, Idaho Code.~~

SECTION 48. That Section 33-1619, Idaho Code, be, and the same is hereby amended to read as follows:

33-1619. VIRTUAL EDUCATION PROGRAMS. ~~School districts~~ LEAs may offer instruction in the manner described for a virtual school in section 33-5202A, Idaho Code. For programs meeting such definition, the ~~school district~~ LEA may count and report the ~~average daily attendance~~ enrollment count of the program's students in the manner prescribed in section 33-5208(107), Idaho Code. ~~School districts~~ LEAs may also offer instruction that is a blend of virtual and traditional instruction. For such blended programs, the ~~school district~~ LEA may count and report the ~~average daily attendance~~ enrollment count of the program's students in the manner prescribed in section 33-5208(107), Idaho Code. Alternatively, the ~~school district~~ LEA



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1 may ~~count and~~ report the ~~average daily attendance~~ enrollment count of the  
2 blended program's students in the same manner as provided for traditional  
3 programs of instruction, for the days or portions of days in which such stu-  
4 dents attend a physical public school. For the balance of days or portions  
5 of days, ~~average daily attendance student enrollment~~ may be counted in the  
6 manner prescribed in section 33-5208(107), Idaho Code.

7 SECTION 49. That Section 33-1627, Idaho Code, be, and the same is hereby  
8 amended to read as follows:

9 33-1627. MATH INITIATIVE. (1) The legislature finds that mathematical  
10 skills are increasingly important to the future academic and career success  
11 of students. The legislature further finds that student mathematical skills  
12 are not currently meeting the needs of Idaho's economy and must be improved.  
13 To this end, the state department of education shall promote the improvement  
14 of mathematical instruction and student achievement through one (1) or more  
15 of the following activities:

16 (a) Provide high quality professional development for teachers that is  
17 intensive, ongoing and connected to classroom practice, that focuses on  
18 student learning, aligns with school improvement priorities and goals,  
19 and builds strong working relationships among teachers;

20 (b) Provide statewide online mathematical instruction programs that  
21 furnish mathematical tutoring, remedial instruction and advanced in-  
22 struction;

23 (c) Provide formative assessments to assist teachers in identifying  
24 student mathematical skill levels, areas of deficiency and areas of  
25 advancement.

26 (2) The cost of math initiative activities provided for in this section  
27 shall be paid by the state department of education from moneys appropriated  
28 for this program in the ~~educational support program~~ superintendent of public  
29 instruction's budget.

30 SECTION 50. That Section 33-2004, Idaho Code, be, and the same is hereby  
31 amended to read as follows:

32 33-2004. CONTRACTING BY APPROVED FORM FOR EDUCATION BY ANOTHER SCHOOL  
33 DISTRICT, APPROVED REHABILITATION CENTER OR HOSPITAL, OR A CORPORATION. (1)  
34 The trustees of a school district may contract on a form adopted by the state  
35 superintendent of public instruction for the education of exceptional chil-  
36 dren by another school district or by any private or public rehabilitation  
37 center, hospital, corporation, or state agency approved by the state de-  
38 partment of education and when the students are transferred from the school  
39 district to the institution, corporation or district, said school district  
40 shall agree to pay therefor to the institution, corporation or district con-  
41 tracting to educate the students, amounts computed as follows:

42 1-(a) For each resident student educated by another school district,  
43 the amount of the tuition rate certified for the receiving district un-  
44 der the provisions of section 33-1405, Idaho Code;

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1 When public school districts contract for the education of exceptional  
2 children residing within the several districts, one (1) district shall be  
3 designated as the educating district for the purpose herein.

4 2-(b) For each resident student educated by contract by a rehabilita-  
5 tion center, hospital, corporation or state agency, the contract amount  
6 cannot be greater than the educational costs of the student.

7 When any rehabilitation center, hospital, corporation or state agency  
8 shall have contracted for the education of any exceptional children as de-  
9 fined in this chapter all such children shall be enrolled in the district of  
10 their residence; and the institution, hospital or corporation shall certify  
11 to the home school district the ~~daily record of attendance~~ enrollment of each  
12 such ~~pupil~~ student. The home district shall be eligible for reimbursement of  
13 costs approved by the state superintendent of public instruction as provided  
14 in this subsection and in section 33-1002A, Idaho Code.

15 (2) Reimbursement of approved costs shall be part of the district's  
16 exceptional child contract allowance and cannot exceed the amount of state  
17 support contracted students would generate if they were enrolled in an ed-  
18 ucational program for which ~~average daily attendance~~ a student enrollment  
19 count is computed.

20 SECTION 51. That Section 33-4602, Idaho Code, be, and the same is hereby  
21 amended to read as follows:

22 33-4602. ADVANCED OPPORTUNITIES -- RULEMAKING. (1) Students attend-  
23 ing public schools in Idaho will be eligible for four thousand one hundred  
24 twenty-five dollars (\$4,125) to use toward overload courses, dual credits,  
25 postsecondary credit-bearing examinations and career technical certificate  
26 examinations. Students may access these funds in grades 7 through 12 for:

27 (a) Overload courses, the distribution of which may not exceed two  
28 hundred twenty-five dollars (\$225) per overload course. A student  
29 must take and successfully be completing a full credit load within a  
30 given school year to be eligible for funding of an overload course. An  
31 overload course must be taken for high school credit to be eligible for  
32 funding. To qualify as an eligible overload course for the program, the  
33 course must:

34 (i) Be offered by a provider accredited by the organization that  
35 accredits Idaho public schools; and

36 (ii) Be taught by an individual certified to teach the grade and  
37 subject area of the course in Idaho.

38 (b) Eligible dual credits, the distribution of which may not exceed  
39 seventy-five dollars (\$75.00) per one (1) dual credit hour. Dual credit  
40 courses must be offered by a regionally accredited postsecondary insti-  
41 tution. To qualify as an eligible dual credit course, the course must be  
42 a credit-bearing 100 level course or higher.

43 (c) Eligible postsecondary credit-bearing or career technical cer-  
44 tificate examinations. The state department of education shall main-  
45 tain a list of eligible exams and costs. Eligible examinations include:

46 (i) Advanced placement (AP);

47 (ii) International baccalaureate (IB);

48 (iii) College-level examination program (CLEP); and

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1 (iv) Career technical examinations.  
2 (d) Career technical education (CTE) including assessments that lead  
3 to a badge recognized by the division of career technical education.  
4 The division of career technical education shall maintain a list of el-  
5 igible CTE examinations and costs.  
6 (2) A student who has earned fifteen (15) postsecondary credits using  
7 the advanced opportunities program and who wishes to earn additional cred-  
8 its must first identify his postsecondary goals. Advisors shall counsel any  
9 student who wishes to take dual credit courses that the student should ascer-  
10 tain for himself whether the particular postsecondary institution that he  
11 desires to attend will accept the transfer of coursework credits under this  
12 section.  
13 (3) These moneys may be used to pay an amount not to exceed the price  
14 to the student of such courses and examinations pursuant to the limitations  
15 stated in this section. Payments made under this section shall be made from  
16 the moneys appropriated for the educational support program. No later than  
17 January 15, the state department of education shall annually report to the  
18 education committees of the senate and the house of representatives details  
19 regarding the number of students benefiting from assistance with the cost of  
20 overload courses, dual credit courses and examinations, the number of cred-  
21 its awarded and amounts paid pursuant to this section during the previous  
22 school year.  
23 (4) The board of each public school may set forth criteria by which a  
24 student may challenge a course. If a student successfully meets the crite-  
25 ria set forth by the board of the public school, then the student shall be  
26 counted as having completed all required coursework for that course. The  
27 public school, with the exception of Idaho tribal schools, shall be funded  
28 for such students based upon either actual hours of attendance or the course  
29 that the student has successfully passed, whichever is more advantageous to  
30 the public school, up to the maximum of one (1) full-time student.  
31 (5) Any student who successfully completes public school grades 1  
32 through 12 curriculum at least one (1) year early shall be eligible for an  
33 advanced opportunities scholarship. The scholarship may be used for tu-  
34 ition and fees at any Idaho public postsecondary educational institution.  
35 The amount of the scholarship shall equal thirty-five percent (35%) of  
36 the statewide average ~~daily attendance-driven~~ funding per enrolled pupil  
37 student for each year of grades 1 through 12 curriculum avoided by the stu-  
38 dent's early graduation. Each public school shall receive an amount equal  
39 to each such awarded scholarship for each student that graduates early from  
40 that public school. Students must apply for the scholarship within two (2)  
41 years of graduating from a public school.  
42 (6) The state department of education shall reimburse public schools  
43 or public postsecondary educational institutions, as applicable, for such  
44 costs, up to the stated limits, within one hundred twenty-five (125) days of  
45 receiving the necessary data upon which reimbursements may be paid. The sub-  
46 mission method and timelines of reimbursement data shall be determined by  
47 the state department of education. Payments will be made only for activity  
48 occurring and reported within each fiscal year.  
49 (7) For public funding purposes, average daily attendance student  
50 enrollment shall be counted ~~as normal for students participating in dual~~

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1 credit courses the same for students participating in dual credit courses  
2 pursuant to this section as it is for students who are not participating in  
3 dual credit courses.

4 (8) If a student fails to earn credit for any course for which the de-  
5 partment has paid a reimbursement, the student must pay for and successfully  
6 earn credit for one (1) like course before the state department of education  
7 may pay any further reimbursements for the student. If a student performs  
8 inadequately on an examination for which the state department of education  
9 has paid a reimbursement, the public school shall determine whether the stu-  
10 dent must pay for and successfully pass such examination to continue receiv-  
11 ing state funding. Repeated and remedial courses or examinations are not el-  
12 igible for funding through these programs.

13 (9) The state department of education shall reimburse community col-  
14 leges or counties, as applicable, for any out-of-district county tuition  
15 pursuant to section 33-2110A, Idaho Code. Such reimbursements shall be in an  
16 amount not to exceed fifty dollars (\$50.00) per credit hour and only for dual  
17 credit courses taken pursuant to this section.

18 (10) Public schools shall establish timelines and requirements for  
19 participation in the program, including implementing procedures for the  
20 appropriate transcription of credits, reporting of program participation  
21 and financial transaction requirements. Public schools shall make reason-  
22 able efforts to ensure that any student who considers participating in the  
23 program also considers the challenges and time necessary to succeed in the  
24 program, and schools shall make reasonable efforts to include guidance on  
25 how the student's participation in the program contributes to prospective  
26 college and career pathways. Such efforts by the district shall be performed  
27 prior to a student participating in the program and throughout the student's  
28 involvement in the program.

29 (11) Policies and procedures for participating in the program estab-  
30 lished by the public school must be such that students have an opportunity  
31 to participate in the program and meet district-established timelines and  
32 requirements for financial transactions, transcribing credits and state  
33 department of education reporting. Participation in this program requires  
34 parent and student agreement to program requirements and completion of the  
35 state department of education's participation form documenting the program  
36 requirements.

37 (12) Parents of participating students may enroll their child in any  
38 eligible course, with or without the permission of the public school in which  
39 the student is enrolled. Tribal school students must follow their schools'  
40 enrollment policies and procedures. Public school personnel shall assist  
41 parents in the process of enrolling students in such courses. Each partic-  
42 ipating student's high school transcript at the public school at which the  
43 student is enrolled shall include the credits earned and grades received by  
44 the student for any overload or dual credit courses taken pursuant to this  
45 section. For an eligible course to be transcribed as meeting the require-  
46 ments of a core subject as identified in administrative rule, the course must  
47 meet the approved content standards for the applicable subject and grade  
48 level.

49 (13) Participating public schools shall collaborate with Idaho public  
50 postsecondary educational institutions to assist students who seek to par-

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1 participate in dual credit courses or graduate from high school early by en-  
2 rolling in postsecondary courses. Participating school districts, charter  
3 schools and Idaho public postsecondary educational institutions shall re-  
4 port to the state board of education and the education committees of the sen-  
5 ate and the house of representatives any difficulties or obstacles they ex-  
6 perience in providing assistance to participating students.

7 (14) The state board of education may promulgate rules to implement the  
8 provisions of this chapter.

9 SECTION 52. That Section 33-5208, Idaho Code, be, and the same is hereby  
10 amended to read as follows:

11 33-5208. PUBLIC CHARTER SCHOOL FINANCIAL SUPPORT. (1) Except as  
12 ~~provided in subsection (10) of this section, from the state educational~~  
13 ~~support program the state department of education shall make the following~~  
14 ~~apportionment to each public charter school for each fiscal year based on~~  
15 ~~attendance figures submitted in a manner and time as required by the depart-~~  
16 ~~ment of education; otherwise specifically provided in this section, public~~  
17 ~~charter schools shall be funded in the same manner and time frame as all other~~  
18 ~~local education agencies pursuant to the provisions of chapter 10, title 33,~~  
19 ~~Idaho Code.~~

20 ~~(1) Per student support. Computation of support units for each public~~  
21 ~~charter school shall be calculated as if it were a separate school accord-~~  
22 ~~ing to the schedules in section 33-1002(4), Idaho Code, except that public~~  
23 ~~charter schools with fewer than one hundred (100) secondary ADA shall use a~~  
24 ~~divisor of twelve (12) and the minimum units shall not apply, and no public~~  
25 ~~charter school shall receive an increase in support units that exceeds the~~  
26 ~~support units it received in the prior year by more than thirty (30). Funding~~  
27 ~~from the state educational support program shall be equal to the total dis-~~  
28 ~~tribution factor, plus the salary-based apportionment provided in chapter~~  
29 ~~10, title 33, Idaho Code. Provided however, any public charter school that~~  
30 ~~is formed by the conversion of an existing traditional public school shall~~  
31 ~~be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no~~  
32 ~~lower than the divisors of the school district in which the traditional pub-~~  
33 ~~lic school is located, for each category of pupils listed.~~

34 ~~(2) Special education. For each student enrolled in the public charter~~  
35 ~~school who is entitled to special education services, the state and federal~~  
36 ~~funds from the exceptional child education program for that student that~~  
37 ~~would have been apportioned for that student to the school district in which~~  
38 ~~the public charter school is located.~~

39 ~~(3) Alternative school support. Public charter schools may qualify un-~~  
40 ~~der the provisions of sections 33-1002 and 33-1002C, Idaho Code, provided~~  
41 ~~the public charter school meets the necessary statutory requirements, and~~  
42 ~~students qualify for attendance at an alternative school as provided by rule~~  
43 ~~of the state board of education.~~

44 ~~(4) Transportation support. Support shall be paid to the public char-~~  
45 ~~ter school as provided in chapter 15, title 33, Idaho Code, and section~~  
46 ~~33-1006, Idaho Code. Each public charter school shall furnish the depart-~~  
47 ~~ment with an enrollment count as of the first Friday in November, of public~~  
48 ~~charter school students who are eligible for reimbursement of transporta-~~

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1 school, shall not exceed the amount of facilities funds that would have been  
2 received by the school had the school received facilities funds for all en-  
3 rolled students. For the purposes of this subsection, the term "real prop-  
4 erty" shall be used as defined in section 63-201, Idaho Code.

5 (63) Payment schedule. The state department of education is authorized  
6 to make an advance payment of twenty-five percent (25%) of a public charter  
7 school's estimated annual apportionment for its first year of operation,  
8 and each year thereafter, provided the public charter school is serving more  
9 grades or at least ten percent (10%) more classes than the previous year, to  
10 assist the school with initial start-up costs or payroll obligations. For a  
11 public charter school entering its second or greater year of operations, the  
12 state department of education may require documentation establishing the  
13 need for such an advance payment, including comparative class schedules and  
14 proof of a commensurate increase in the number of employees.

15 (a) For a public charter school to receive the advance payment, the  
16 school shall submit its anticipated fall membership for each grade  
17 level to the state department of education by June 1.

18 (b) Using the figures provided by the public charter school, the state  
19 department of education shall determine an estimated annual apportion-  
20 ment from which the amount of the advance payment shall be calculated.  
21 Advance payment shall be made to the school on or after July 1 but no  
22 later than July 31.

23 (c) All subsequent payments, taking into account the one-time advance  
24 payment made for the first year of operation, shall be made to the public  
25 charter school in the same manner as other traditional public schools in  
26 accordance with the provisions of section 33-10093, Idaho Code.

27 A public charter school shall comply with all applicable fiscal requirements  
28 of law, ~~except that the following provisions shall not be applicable to pub-~~  
29 ~~lic charter schools: that portion of section 33-1004, Idaho Code, relating~~  
30 ~~to reduction of the administrative and instructional staff allowance and the~~  
31 ~~pupil service staff allowance when there is a discrepancy between the number~~  
32 ~~allowed and the number actually employed; and section 33-1004E, Idaho Code,~~  
33 ~~for calculation of district staff indices.~~

34 (74) Nothing in this chapter shall be construed to prohibit any private  
35 person or organization from providing funding or other financial assistance  
36 to the establishment or operation of a public charter school.

37 (85) Each public charter school shall pay an authorizer fee to its au-  
38 thorized chartering entity, to defray the actual documented cost of monitor-  
39 ing, evaluation and oversight, which, in the case of public charter schools  
40 authorized by the public charter school commission, shall include each  
41 school's proportional fee share of moneys appropriated from the public char-  
42 ter school authorizers fund to the public charter school commission, plus  
43 fifteen percent (15%). Provided however, that each public charter school's  
44 board of directors may direct up to ten percent (10%) of the calculated fee  
45 to pay membership fees to an organization or association that provides tech-  
46 nical assistance, training and advocacy for Idaho public charter schools.  
47 Unless the authorized chartering entity declines payment, such fee shall be  
48 paid by March 15 of each fiscal year and shall not exceed the greater of:

49 (a) All state funds distributed to public schools ~~on a support unit ba-~~  
50 ~~sis~~ based on student enrollment for the prior fiscal year, divided by

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1 the statewide number of public school students ~~in average daily atten-~~  
2 ~~dance~~ enrolled in the first reporting period in the prior fiscal year;  
3 or

4 (b) The lesser of:

5 (i) The result of the calculation in subsection (~~85~~) (a) of this  
6 section, multiplied by four (4); or

7 (ii) One and one-half percent (1.5%) of the result of the calcula-  
8 tion in subsection (~~85~~) (a) of this section, multiplied by the pub-  
9 lic charter school's ~~average daily attendance~~ student enrollment  
10 in the first reporting period in the current fiscal year.

11 (~~96~~) Nothing in this chapter shall prevent a public charter school from  
12 applying for federal grant moneys.

13 (~~107~~) (a) Each student ~~in attendance~~ enrolled at a public virtual  
14 school shall be funded based upon either the actual hours of attendance  
15 in the public virtual school on a flexible schedule, or the percentage  
16 of coursework completed, whichever is more advantageous to the school,  
17 up to the maximum of one (1) full-time equivalent student.

18 (b) All federal educational funds shall be administered and dis-  
19 tributed to public charter schools, including public virtual schools,  
20 that have been designated as a local education agency (LEA), as provided  
21 in section 33-5203(8), Idaho Code.

22 ~~(11) Nothing in this section prohibits separate face-to-face learning~~  
23 ~~activities or services.~~

24 ~~(12) The provisions of section 33-1021, Idaho Code, shall apply to pub-~~  
25 ~~lic charter schools provided for in this chapter.~~

26 SECTION 53. That Section 33-5210, Idaho Code, be, and the same is hereby  
27 amended to read as follows:

28 33-5210. APPLICATION OF SCHOOL LAW -- ACCOUNTABILITY -- EXEMPTION  
29 FROM STATE RULES. (1) All public charter schools are under the general super-  
30 vision of the state board of education.

31 (2) Every authorized chartering entity that approves a charter shall be  
32 responsible for ensuring that each public charter school program approved by  
33 that authorized chartering entity meets the terms of the charter, complies  
34 with the general education laws of the state unless specifically directed  
35 otherwise in this chapter, and operates in accordance with the state educa-  
36 tional standards of thoroughness pursuant to section 33-1612, Idaho Code.

37 (3) Each public charter school shall comply with the financial report-  
38 ing requirements of section 33-701, subsections 5. through 10., Idaho Code,  
39 in the same manner as those requirements are imposed upon school districts  
40 and with laws governing safety including, but not limited to, sections  
41 33-122 and 33-130, Idaho Code, and chapter 2, title 33, Idaho Code, and rules  
42 promulgated thereunder.

43 (4) Other than as specified in this section, each public charter school  
44 is exempt from rules governing school districts, which rules have been pro-  
45 mulgated by the state board of education, with the exception of state rules  
46 relating to:

47 (a) Teacher certification as necessitated by the provisions of section  
48 33-5206(3) and (4), Idaho Code;

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1 (b) Accreditation of the school as necessitated by the provisions of  
2 section 33-5206(12), Idaho Code;  
3 (c) Qualifications of a student for attendance at an alternative school  
4 ~~as necessitated by the provisions of section 33-5208(3), Idaho Code;~~  
5 (d) Rules promulgated pursuant to section 33-1612, Idaho Code; and  
6 (e) All rules that specifically pertain to public charter schools pro-  
7 mulgated by the state board of education.

8 SECTION 54. That Section 33-5214, Idaho Code, be, and the same is hereby  
9 amended to read as follows:

10 33-5214. PUBLIC CHARTER SCHOOL AUTHORIZERS FUND. There is hereby cre-  
11 ated in the state treasury a fund to be known as the "Public Charter School  
12 Authorizers Fund," hereinafter referred to as "the fund." All authorizer  
13 fees paid pursuant to section 33-5208(85), Idaho Code, for public charter  
14 schools under the governance of the public charter school commission shall  
15 be deposited in the fund. Moneys in the fund shall be appropriated to defray  
16 the commission's cost of operations and the state department of education's  
17 cost of reviewing, approving and overseeing any charter school authorizers  
18 requiring department approval.

19 SECTION 55. That Section 33-5215, Idaho Code, be, and the same is hereby  
20 amended to read as follows:

21 33-5215. CAREER TECHNICAL REGIONAL PUBLIC CHARTER SCHOOL. (1) A ca-  
22 reer technical regional public charter school is hereby declared to be a pub-  
23 lic charter school and as such, the provisions of chapter 52, title 33, Idaho  
24 Code, shall apply to each career technical regional public charter school in  
25 the same manner and to the same extent as the provisions of charter school law  
26 apply to other public charter schools, with the exception of certain condi-  
27 tions and applications as specifically provided in this section.

28 (2) In addition to the approval provisions of this chapter, approval of  
29 a career technical regional public charter school by an authorized charter-  
30 ing entity shall not be final until the petition has also been reviewed by the  
31 division of career technical education.

32 (3) Funding for a career technical regional public charter school shall  
33 be the same as provided in section 33-5208, Idaho Code, except that:

34 (a) ~~The salary-based apportionment for a career technical regional~~  
35 ~~public charter school shall be the statewide average for public charter~~  
36 ~~schools. Such salary-based apportionment may be used for payment of~~  
37 ~~contracted services or for direct hire of staff;~~

38 ~~(b)~~ The board of directors may contract for the services of certifi-  
39 cated and noncertificated personnel, to procure the use of facilities  
40 and equipment, and to purchase materials and equipment, which in the  
41 judgment of the board of directors is necessary or desirable for the  
42 conduct of the business of the career technical regional public charter  
43 school; and

44 (eb) Transportation support shall be paid to the career technical re-  
45 gional public charter school in accordance with the provisions of chap-  
46 ter 15, title 33, Idaho Code.

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1 (4) A career technical regional public charter school shall provide  
2 assurances in state attendance reports that it has verified attendance  
3 enrollment reports, ~~which generate ADA with its participating school dis-~~  
4 ~~tricts,~~ to make certain that the districts and the charter school do not  
5 duplicate enrollment ~~or ADA~~ claims.

6 SECTION 56. That Section 33-5217, Idaho Code, be, and the same is hereby  
7 amended to read as follows:

8 33-5217. PUBLIC CHARTER SCHOOL DEBT RESERVE. (1) There is hereby cre-  
9 ated the public charter school debt reserve to assist qualifying charter  
10 schools in obtaining favorable financing for facility improvements and con-  
11 struction. A public charter school seeking to use the public charter school  
12 debt reserve must receive approval from the Idaho housing and finance asso-  
13 ciation pursuant to the criteria set forth in this section.

14 (2) A public charter school shall be qualified to use the public charter  
15 school debt reserve only upon satisfaction of the following conditions:

16 (a) The public charter school must demonstrate it has obtained one (1)  
17 of the following:

18 (i) A letter of commitment from a national or state chartered fi-  
19 nancial institution;

20 (ii) A letter of commitment from a nonprofit corporation;

21 (iii) A letter of commitment from a community development finan-  
22 cial institution; or

23 (iv) A letter of commitment from a qualified underwriter or an in-  
24 vestment firm;

25 (b) The public charter school must provide annual budgets and cash flow  
26 statements and must demonstrate satisfaction of each of the following  
27 criteria:

28 (i) Projected future budgets, cash flows and operating reserves  
29 greater than sixty (60) days of cash on hand to support a debt ser-  
30 vice coverage greater than 1.20x;

31 (ii) Cost to operate facility, including debt service, occupancy  
32 cost and operating expenses, not to exceed twenty percent (20%) of  
33 revenue;

34 (iii) Audited financial statements with unqualified opinions for  
35 the prior three (3) years; and

36 (iv) Certification from a school administrator that projected fu-  
37 ture budgets and cash flows are based on reasonable assumptions  
38 related to level or increasing projected enrollment or waitlist  
39 and projected total income, including any matching funds and dona-  
40 tions contingent on receipt of a loan under this section; and

41 (c) The public charter school must obtain approval for issuance by the  
42 Idaho housing and finance association to act as a conduit issuer.

43 (3) Public charter schools that satisfy the requirements set forth in  
44 subsection (2) of this section shall receive approval from the Idaho hous-  
45 ing and finance association to rely on the public charter school debt reserve  
46 for assistance in obtaining favorable financing for facility improvements  
47 and construction, so long as sufficient moneys exist pursuant to subsection  
48 (4) of this section. Eligible schools shall receive approval on a first-come

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1 basis according to date of completed application, in an amount not to exceed  
2 twenty-four (24) months of principal and interest payments.

3 (4) There is hereby established in the state treasury the public char-  
4 ter school debt reserve fund that shall consist of moneys made available  
5 through appropriations, fees, grants, gifts or any other source to fulfill  
6 the purposes of this section. Moneys in the fund are hereby continuously  
7 appropriated for the purposes of this section, and shall only be expended for  
8 the purposes stated herein. Qualifying schools annually shall pay an amount  
9 equal to ten (10) basis points of the principal amount of the debt for which  
10 it qualified to use the public charter school debt reserve, which shall be  
11 deposited into the public charter school debt reserve fund.

12 (5) Subject to the limitations of subsection (3) of this section, if  
13 a qualified public charter school defaults on an outstanding debt for which  
14 the Idaho housing and finance association has made the debt reserve avail-  
15 able, and there is no other money available to the charter school to make  
16 the payment, money shall be withdrawn from the public charter school debt  
17 reserve fund to pay the principal, redemption price or interest on the out-  
18 standing debt. Upon certification by the Idaho housing and finance associa-  
19 tion to the superintendent of public instruction, payment shall be made from  
20 the public charter school debt reserve fund toward the outstanding debt.

21 (6) If money has been withdrawn from the public charter school debt re-  
22 serve fund for a public charter school pursuant to subsection (5) of this  
23 section, then the superintendent of public instruction shall redirect the  
24 money from such public charter school's allocation of facilities funds pur-  
25 suant to section 33-5208(52), Idaho Code. Any money redirected shall be ac-  
26 cording to a determined time and sequence of payments, over a period of years  
27 until the amount so withdrawn has been repaid to the fund so long as the redi-  
28 rection does not cause an event of default under the agreement(s) governing  
29 the public charter school's obligation for which the debt reserve was made  
30 available, excepting that any money withdrawn during any fiscal year shall  
31 be repaid within ten (10) years.

32 SECTION 57. That Section 50-2908, Idaho Code, be, and the same is hereby  
33 amended to read as follows:

34 50-2908. DETERMINATION OF TAX LEVIES -- CREATION OF SPECIAL FUND. (1)  
35 For purposes of calculating the rate at which taxes shall be levied by or  
36 for each taxing district in which a revenue allocation area is located, the  
37 county commissioners shall, with respect to the taxable property located in  
38 such revenue allocation area, use the equalized assessed value of such tax-  
39 able property as shown on the base assessment roll rather than on the current  
40 equalized assessed valuation of such taxable property, except the current  
41 equalized assessed valuation shall be used for calculating the tax rate for:

42 (a) Levies for refunds and credits pursuant to section 63-1305, Idaho  
43 Code, and any judgment pursuant to section 33-802(1), Idaho Code, cer-  
44 tified after December 31, 2007;

45 (b) Levies permitted pursuant to section 63-802(3), Idaho Code, certi-  
46 fied after December 31, 2007;

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(c) Levies for voter approved general obligation bonds of any taxing district and plant facility reserve fund levies passed after December 31, 2007;

(d) Levies set forth in paragraphs (a) through (c) of this subsection, first certified prior to December 31, 2007, when the property affected by said levies is included within the boundaries of a revenue allocation area by a change in the boundaries of either the revenue allocation area or any taxing district after December 31, 2007; and

(e) School levies for supplemental maintenance and operation pursuant to section 33-802(3) and (4), Idaho Code, approved after December 31, 2007, and for emergency funds pursuant to section 33-805, Idaho Code, approved after July 1, 2015.

(2) With respect to each such taxing district, the tax rate calculated under subsection (1) of this section shall be applied to the current equalized assessed valuation of all taxable property in the taxing district, including the taxable property in the revenue allocation area. The tax revenues thereby produced shall be allocated as follows:

(a) To the taxing district shall be allocated and shall be paid by the county treasurer:

(i) All taxes levied by the taxing district or on its behalf on taxable property located within the taxing district but outside the revenue allocation area;

(ii) A portion of the taxes levied by the taxing district or on its behalf on the taxable property located within the revenue allocation area, which portion is the amount produced by applying the taxing district's tax rate determined under subsection (1) of this section to the equalized assessed valuation, as shown on the base assessment roll, of the taxable property located within the revenue allocation area; and

(iii) All taxes levied by the taxing district to satisfy obligations specified in subsection (1) (a) through (e) of this section.

(b) To the urban renewal agency shall be allocated the balance, if any, of the taxes levied on the taxable property located within the revenue allocation area.

(3) Upon enactment of an ordinance adopting a revenue allocation financing provision as part of an urban renewal plan, the urban renewal agency shall create a special fund or funds to be used for the purposes enumerated in this chapter. The revenues allocated to the urban renewal agency pursuant to this chapter shall be paid to the agency by the treasurer of the county in which the revenue allocation district is located and shall be deposited by the agency into one (1) or more of such special funds. The agency may, in addition, deposit into such special fund or funds such other income, proceeds, revenues and funds it may receive from sources other than the revenues allocated to it under subsection (2) (b) of this section.

(4) For the purposes of section 63-803, Idaho Code, during the period when revenue allocation under this chapter is in effect, and solely with respect to any taxing district in which a revenue allocation area is located, the county commissioners shall, in fixing any tax levy other than the levy specified in subsection (1) (a) through (e) of this section, take into consideration the equalized assessed valuation of the taxable property situ-

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1 ated in the revenue allocation area as shown in the base assessment roll,  
2 rather than the current equalized assessed value of such taxable property.

3 (5) For all other purposes, including, without limitation, for pur-  
4 poses of sections 33-802, ~~33-1002~~ and 63-1313, Idaho Code, reference in the  
5 Idaho Code to the term "market value for assessment purposes" (or any other  
6 such similar term) shall mean market value for assessment purposes as de-  
7 fined in section 63-208, Idaho Code.

8 SECTION 58. That Section 57-1303, Idaho Code, be, and the same is hereby  
9 amended to read as follows:

10 57-1303. COUNTY APPORTIONMENT OF FOREST RESERVE FUNDS. The auditor of  
11 each county receiving a portion of this fund shall within ten (10) days of re-  
12 ceipt of this money allot and distribute seventy per cent (70%) of this money  
13 to the county general road fund and to the treasurer of the highway districts  
14 and good road districts in the county in proportion to the mileage of each  
15 within the county, to be expended for the construction and repair of roads  
16 and bridges, and thirty per cent (30%) to the various school districts and  
17 joint county school districts within the county in proportion to the ~~number~~  
18 ~~of pupils in average daily attendance~~ total unweighted student enrollment  
19 count in each district in the year immediately prior to this distribution.  
20 The distribution of such moneys to the respective school districts entitled  
21 thereto shall be in addition to and without regard to any assistance to such  
22 school districts from any and all other sources in maintaining the minimum  
23 educational program and minimum transportation program.

24 SECTION 59. That Section 59-1115, Idaho Code, be, and the same is hereby  
25 amended to read as follows:

26 59-1115. EMPLOYER'S PORTION OF SOCIAL SECURITY TAX FOR SCHOOL DIS-  
27 TRICT PERSONNEL. (1) The board of trustees of each class of school district,  
28 shall pay the employer's social security tax for its personnel, as required  
29 by federal law.

30 (2) The department of education shall transmit to the school districts  
31 from the appropriation made for that purpose the amount determined in sec-  
32 tion 33-1004~~FB~~, Idaho Code.

33 SECTION 60. That Section 63-315, Idaho Code, be, and the same is hereby  
34 amended to read as follows:

35 63-315. ASSESSMENT RATIOS AND THE DETERMINATION OF ADJUSTED MARKET  
36 VALUE FOR ASSESSMENT PURPOSES FOR SCHOOL DISTRICTS. (1) The provisions of  
37 this section shall apply only to charter districts levying a maintenance and  
38 operation levy in the prior calendar year. For the purpose of this section,  
39 adjusted market value for assessment purposes shall be the adjusted market  
40 value for assessment purposes of all property assessed for property tax pur-  
41 poses for the year referred to in sections 33-802 and ~~33-1002~~, Idaho Code.

42 (2) The state tax commission shall conduct a ratio study to annually as-  
43 certain the ratio between the assessed value and the market value for assess-  
44 ment purposes of all property assessed for property tax purposes. Said ratio

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1 study shall be conducted in accordance with nationally accepted procedures.  
2 From the ratio so ascertained the state tax commission shall compute the ad-  
3 justed market value of all property assessed for property tax purposes.

4 (3) The ratio shall be computed in each school district and applied to  
5 the market value for assessment purposes within each school district.

6 (4) Sales used in determining the ratio required by this section shall  
7 be arm's length, market value property sales occurring in the year begin-  
8 ning on October 1 of the year preceding the year for which the adjusted mar-  
9 ket value is to be determined. The state tax commission may, at its discre-  
10 tion, modify the sales period when doing so produces provably better repre-  
11 sentativeness of the actual ratio in any school district. The state tax com-  
12 mission may also add independently conducted appraisals when the state tax  
13 commission believes that this procedure will improve the representativeness  
14 and reliability of the ratio.

15 (5) Whenever the state tax commission is unable to determine with rea-  
16 sonable statistical certainty that the assessed value within any school dis-  
17 trict differs from the market value for assessment purposes, the state tax  
18 commission may certify the assessed value to be the adjusted market value of  
19 any school district.

20 (6) The state tax commission shall certify the adjusted market value of  
21 each school district to the state department of education and each county au-  
22 ditor no later than the first Monday in April each year. The state tax com-  
23 mission shall prepare a report indicating procedures used in computing the  
24 adjusted market value and showing statistical measures computed in the ra-  
25 tio study. The report of the state tax commission shall be made available for  
26 public inspection in the office of the county auditor.

27 (7) The state tax commission shall promulgate rules to implement the  
28 ratio study described in this section.

29 SECTION 61. That Section 63-805, Idaho Code, be, and the same is hereby  
30 amended to read as follows:

31 63-805. ANNUAL LEVIES. (1) The county commissioners of each county  
32 in this state may levy annually upon all taxable property of said county, a  
33 property tax for general county purposes, including the provision of pub-  
34 lic defender services, to be collected and paid into the county treasury  
35 and apportioned to the county current expense fund which levy shall not  
36 exceed twenty-six hundredths percent (.26%) of market value for assessment  
37 purposes of such property, or a levy sufficient to raise two hundred fifty  
38 thousand dollars (\$250,000), whichever is greater. If a county establishes  
39 the justice fund, as provided in section 31-4602, Idaho Code, the maximum  
40 current expense levy shall be reduced to twenty hundredths percent (.20%)  
41 of market value for assessment purposes, or a levy sufficient to raise two  
42 hundred fifty thousand dollars (\$250,000), whichever is greater.

43 (2) The county commissioners of each county in this state may levy upon  
44 all taxable property of said county, a property tax for the purposes set  
45 forth in the statutes authorizing a county justice fund, to be collected and  
46 paid into the county treasury and apportioned to the county justice fund,  
47 if one has been established. Said levy shall not exceed twenty hundredths  
48 percent (.20%) of market value for assessment purposes of such property, or



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1 a levy sufficient to raise two hundred fifty thousand dollars (\$250,000),  
2 whichever is greater.

3 The county commissioners shall have the right to make a "general reserve  
4 appropriation," said appropriation not to exceed five percent (5%) of the  
5 county justice fund budget as finally adopted. The total levy, however, for  
6 the county justice fund, including the "general reserve appropriation,"  
7 shall be within the limitations imposed by chapter 8, title 63, Idaho Code,  
8 or by any statutes of the state of Idaho in force and effect.

9 (3) Annually, before the second Monday in September, the board of  
10 trustees of any school district within the county having determined the num-  
11 ber, if any, of ~~pupils in average daily attendance~~ students enrolled above  
12 the number included in the last annual report thereof, and the amount of  
13 money required to provide the educational support programs and transporta-  
14 tion support programs for such additional ~~pupils in average daily attendance~~  
15 students enrolled, as defined in chapter 10, title 33, Idaho Code, the county  
16 commissioners shall determine the total of such new requirements within the  
17 county and upon the taxable property situate within the district requesting  
18 the same, and the county commissioners shall levy a tax sufficient to provide  
19 such amount, provided in no case shall the levy be more than six-hundredths  
20 percent (.06%) of the taxable value of the property to be collected and paid  
21 to the requesting district.

22 (4) (a) The county commissioners of each county in this state may levy  
23 annually upon all taxable property of its county, a property tax for the  
24 acquisition, maintenance and operation of public parks or public recre-  
25 ational facilities, to be collected and paid into the county treasury  
26 and apportioned to a fund to be designated as the "parks and recreation  
27 fund," which is hereby created, and such county commissioners may ap-  
28 propriate otherwise unappropriated funds for such purposes. No levy  
29 made under this subsection shall exceed one-hundredth percent (.01%) of  
30 the market value for assessment purposes on all taxable property within  
31 the district.

32 (b) Any funds unexpended from the "parks and recreation fund," or any  
33 funds unexpended from the current year's certified parks and recreation  
34 budget may be retained in, or deposited to, the "parks and recreation  
35 fund" for the purpose of future land acquisition, park expansion or im-  
36 provement, or the acquisition of operating equipment. The maximum ac-  
37 cumulation of funds allowable shall not exceed twice the amount of money  
38 provided by the levy authorized in paragraph (a) of this subsection.

39 (5) Upon the same property and for the same year the county commission-  
40 ers must also levy such other property taxes as may be necessary for the pay-  
41 ment of the interest on county bonds or to provide a sinking fund for the re-  
42 demption of county bonds or such other authorized taxes as may be necessary  
43 for any other or special purposes, to be collected and paid into the county  
44 treasury and apportioned as provided by the laws of this state.

45 SECTION 62. An emergency existing therefor, which emergency is hereby  
46 declared to exist, Section 6 of this act shall be in full force and effect on  
47 and after its passage and approval. All other Sections of this act shall be  
48 in full force and effect on and after July 1, 2020.

Thursday January 31, 2019 2:10 PM

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
FEBRUARY 14, 2018**

**DRAFT**

**ATTACHMENT 9**

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1       SECTION 63. The provisions of Section 8 of this act shall be null, void  
2       and of no force and effect on and after June 30, 2023.

Thursday January 31, 2019 2:10 PM

**Public School Funding Formula**

**Draft Bill Summary (Version Thursday January 31, 2019 2:10 PM)**

**Summary Roadmap:** Sections 2 through 15 sets out the major policy provisions of the new funding formula. These sections of the legislation repeal the existing provisions pertaining to average daily attendance; the calculation and use of support units; salary based apportionment and staff allowances; and the distribution of funds to the local education agencies. The repealed sections of Idaho Code are then replaced with a new funding formula based on student enrollment, with added weight for students that are typically more expensive to educate. These added student weight categories include students identified as:

- economically disadvantaged,
- English language learners,
- gifted and talented (as % of unweighted student enrollment), and
- students qualified for special education.

Additional weights are also added based on school or district characteristics, these include:

- grade weight for students in K through 3 or 9 through 12,
- large school district weight for school districts with 20,000 or more students,
- remote school weight,
- small school weight,
- small local education agency (LEA), and
- school district market value weight.

The new formula would count students four times annually (October, December, February, and April) and distribute funds through six payments annually (August, October, December, February, April and June). Enrollment counts will be on a full-time equivalent (FTE) basis and the State Board of Education is authorized to promulgate rules establishing how FTE's will be determined for students who attend for part of a school year or part of a school day, including students that are enrolled in more than one public education setting.

Sections 15 through 61 provide updates or renumber sections of Idaho Code due to the earlier repeals and replacements. The majority of these include replacing terminology with the new enrollment terminology and deleting references to average daily attendance, support units, and salary-based apportionment. Sections 37 and 52 delete provisions that are dependent on the current average daily attendance funding formula and would become obsolete under the new funding formula.

**Section by Section Summary**

Section 1: Amends the title to Chapter 10, Title 33 – “Public Schools Education Support Program – Student-Based Foundation Funding.”

Section 2: Amends **Section 33-1001, Idaho Code, Definitions** – Amendments remove definitions that would become obsolete with the transition from average daily attendance, support units, and salary-based apportionment to a student enrollment based funding model. Adds new definitions needed for the new funding model or references definitions in other sections of code that would now apply to the new funding formula (e.g. uses existing language in Section 33-2001, Idaho Code regarding the Education of Exceptional Children for the Special Education definition). Uses existing criteria for determining student eligibility for Title I for the definition of “Economically Disadvantaged.” Uses current criteria in Section 33-1003, Idaho Code for the definition of “Remote School.” Uses the existing language in Section 33-5203, Idaho Code for defining “Local Education Agency” (LEA).

Section 3: Repeals **Section 33-1002, Idaho Code – Educational Support Program** – This section of code outlines the various line items that currently exist in Idaho Code and how they are calculated from the state appropriation.

Section 4: Adds a new **Section 33-1002, Idaho Code – Public School Education Support Program** – This section specifies the funds that make up the education support program to determine the annual foundation (unweighted) amount per student.

Section 5: Adds a new **Section 33-1002A, Idaho Code – Special Program Support** – This section identifies the statutory line items. These include the Transportation Support Program, approved border district allowances, approved exceptional child contract allowances, pupil tuition-equivalency allowances, the Bond Levy Equalization Support Program, provisions for safe schools (\$15.00 per student), advanced opportunities, national board certification allowance, school district facilities funds, charter school facilities funds, Master Educator Premiums, Leadership Premiums, mastery-based education, classroom technology, continuous improvement plans and training, unemployment insurance benefit payments, and employee severance payments. The current Section 33-1002, Idaho Code, identifies 20 line items, not all of line items have funds associated with them each year. The new Section 33-1002A, Idaho Code, identifies 18 line items.

Section 6: Adds a new **Section 33-1002B, Idaho Code – Student Enrollment Counts and Rulemaking** – This section sets out the requirements for counting full-time equivalent (FTE) student enrollment, including the minimums for schools with less than 30 students enrolled and secondary schools with less than 100 students enrolled. Minimums are not applied to charter schools. The State Board of Education is authorized to promulgate rules on how FTE will be determined for students that are enrolled part-time or at multiple LEA’s.

Section 7: Adds a new **Section 33-1002C, Idaho Code – Weights – Rulemaking** – This section identifies the student enrollments that would have additional weights associated with them. Weighted student enrollments include: economically disadvantaged students, students identified as English language learners, students identified as needing special

education services, and students in kindergarten through grade 3. All schools are applied a weight for gifted and talented students based on 10% of the enrolled students (2% of the 10%). An additional percentage is added for large school districts, remote schools, small LEA's, and for a school district market value weight. The market value weight is based on the market values used for calculating a bond levy and are then used to determine a statewide average market value. The school districts market value is divided by the statewide average to determine an index. The districts unweighted student enrollment is then used to determine if the weight is applied and the amount of the weight. This provision does not apply to charter schools.

Section 8: Adds a new **Section 33-1002D, Idaho Code – Hold Harmless – Annual Funding Increase** – This section establishes a clause that would require LEA's receive as much funding as they received in total state funding in the 2019-2020 school year for three years. This section also requires they receive an annual funding increase of not less than 2% per enrolled student or more than 7.5% per enrolled student than what is calculated for the per student amount for the 2019-2020 school year.

Section 9: Repeals **Section 33-1003, Idaho Code – Special Application of Education Support Program** – This section of code provides some protection for school districts that experience a greater than 3% decrease in average daily attendance and identifies types of schools that can be treated as separate attendance units for calculating average daily attendance. These include, but are not limited to, hardship schools, remote schools, and separate elementary or secondary schools. This section is being replaced by the remote school weight.

Section 10: Adds a new **Section 33-1003, Idaho Code – Payments to Local Education Agencies** – This section specifies six payments shall be made based on four student enrollment counts and the percentage of the total payment that will be distributed with each payment. August and October payments are advanced payments made based on the previous year enrollment and together make up 50% of the annual distribution. The remaining four payments make up 12.5% of the annual distribution each.

Section 11: Repeals **Section 33-1003A, Idaho Code – Calculation of Average Daily Attendance**.

Section 12: Repeals **Section 33-1003C, Idaho Code – Special Application – Technological Instruction** – This section allows school districts to use documented contact hours on individualized computer education or distance learning programs for determining the district's average daily attendance.

Section 13: Repeals **Section 33-1004, Idaho Code – Staff Allowance** – This section sets out the requirements for determining an LEA's staff allowance used for calculating salary based apportionment.

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Section 14: Repeals **Section 33-1004A, Idaho Code – Experience and Education Multiplies** – This section sets the multiplier used for determining an administrators experience factor used for calculating salary based apportionment.

Section 15: Renumbers and renames **Section 33-1004B, Idaho Code, “Career Ladder,”** to Section 33-1004, Idaho Code, “Career Ladder – Local Salary Schedules” and establishes the amount in each rung and cell of the career ladder as the minimum salary for instructional and pupil service staff. Staff would still need to meet the current student achievement and performance requirements. This section uses the existing Career Ladder measurable student achievement/growth and staff performance criteria for determining movement on the local salary schedules. This section maintains the requirement for additional funding for Occupational Specialist certified staff and for the added Education Allocation to instructional staff who are eligible, however, each LEA is authorized to set the amount that the individuals would receive.

Section 16: Repeals **Section 33-1004C, Idaho Code, Base and Minimum Salaries – Leadership Premiums – Education and Experience Index** – This section of code requires the legislature to review each the specified areas annually.

Section 17: Renumbers and renames **Section 33-1004E, Idaho Code, District’s Salary-Based Apportionment** to Section 33-1004A, Idaho Code National Certification Premium – This section is further amended by striking all of the salary based apportionment criteria and maintaining the current provisions for instructional staff who have received national board certification (\$2,000 per year for five years).

Section 18: Renumbers and amends **Section 33-1004F, Idaho Code, Obligations to Retirement and Social Security Benefits** to Section 33-1004B, Idaho Code – Amendments remove reference to Section 33-1004E, Idaho Code and replace it with the reference to the local salary schedules and update Idaho Code references.

**Section 19:** Renumbers and amends **Section 33-1004I, Idaho Code, Master Educator Premiums** to 33-1004C, Idaho Code – Amendments update references to school districts with LEA to be consistent with use in Chapter 10, Title 33, Idaho Code.

Section 20: Renumbers and amends **Section 33-1004J, Idaho Code, Leadership Premiums** to Section 33-1004E, Idaho Code – Amendments update references to school districts with LEA to be consistent with use in Chapter 10, Title 33, Idaho Code and change references to the career ladder to “a local salary schedule pursuant to the new Section 33-1004, Idaho Code.

Section 21: Renumbers and amends **Section 33-1002B, Idaho Code, Pupil Tuition-Equivalency Allowances** to Section 33-1005, Idaho Code – Amendments update reference from support units to foundation funding and average daily attendance to student enrollment counts.

Section 22: Renumbers and amends **Section 33-1002C, Idaho Code, Summer School Program Support Units – Alternative School Funding – Juvenile Detention Facility** to Section 33-1005A, Idaho Code, Summer School Program Funding – Juvenile Detention Facility – Amendments update the reference from alternative summer school programs to summer school programs for at-risk student (defined in rule) and remove references to support units and average daily attendance. Funding for summer school programs for at-risk students, students in juvenile detention facilities, and youth intervention programs is retained based on student enrollment. Summer school enrollment numbers are added to the first count of the ensuing school year. The FTE calculations for these students will be determined in rule along with the other FTE calculations authorized in the new Section 33-1002B, Idaho Code.

Section 23: Renumbers and amends **Section 33-1002F, Idaho Code, Alternative School Report to Section 33-1005B** – Amendments remove reference to alternative school support units factor and update Idaho Code reference.

Section 24: Renumbers **Section 33-1002E, Idaho Code, Pupils Attending School in Another State** to Section 33-1005C, Idaho Code.

Section 25: Renumbers and amends **Section 33-1002G, Idaho Code, Career Technical School Funding and Eligibility** to Section 33-1005D, Idaho Code – Amendments remove subsections referencing secondary support units.

Section 26: Creates a new **Section 33-1005E, Idaho Code, Public School Classroom Technology Program** – This section establishes criteria for distributing funds for classroom technology.

Section 27: Repeals **Section 33-1009, Idaho Code, Payments from the Public School Income Fund** – This section establishes how funding would be distributed based on average daily attendance and the timing for said payments.

Section 28: Renumbers and amends **Section 33-1007A, Idaho Code, Feasibility Study and Plan for School Closures and/or School District Consolidation to Section 33-1009, Idaho Code** – Amendments update references to the public schools educational support program.

Section 29: Amends **Section 33-1010, Idaho Code, Apportionments When Mines Net Profits Considered** – Amendments update Idaho Code references.

Section 30: Renumbers and amends **Section 33-1005, Idaho Code, Districts Receiving Federal Funds** to Section 33-1014, Idaho Code – Amendments update reference to the public schools education support program and replace references to average daily attendance with student enrollment counts.



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Section 31: Repeals **Section 33-1017, Idaho Code, School Safety and Health Revolving Loan and Grant Fund** – This program has not been funded in a number of years and is obsolete.

Section 32: Renames **Section 33-1018, Idaho Code, “Public School Discretionary Funding Variability”** to **“Public School Student-Based Foundation Funding Variability”** – This section outlines the provisions for moving funding into or out of the Public Education Stabilization Fund (PESF), amendments replace references to discretionary funding per support unit with foundation amount per student.

Section 33: Repeals **Section 33-1021, Idaho Code, Math and Science Requirement** – This section establishes the formula for appropriating funding to school district to meet the increased graduations requirements for math and science that went into place for students entering grade 9 in 2009.

Section 34: Amends **Section 33-1024, Idaho Code, Online Portal** – Amendments move the appropriation from the educational support program to the Superintendent of Public Instruction.

Section 35: Amends **Section 33-309, Idaho Code, Lapsed Districts – Annexation** – Amendments replace a reference to “average daily attendance” with “student enrollment count.”

Section 36: Amends **Section 33-317, Idaho Code, Cooperative Service Agency – Powers – Duties – Limitations** – Amendments update code references impacted by renumbering.

Section 37: Amends **Section 33-515, Idaho Code, Issuance of Renewable Contracts** – Amendments remove references limiting placement of instructional staff on renewable contracts unless the career ladder is funded. Language is obsolete with the Career amendments to Section 33-1004B, Idaho Code, moving the career ladder from a salary based apportionment formula to a minimum salary schedule, additionally, the Career Ladder has been fully funded for four of the five years and the language would become obsolete once the Career Ladder is funded in FY20. Additional amendments remove reference to a provision by which renewable contracts can be renewed for a “shorter term, longer term or the same length of term” if certain provisions are met. The provision removed is contingent on salary-based apportionment reimbursement calculations and would be obsolete with the discontinuance of salary-based apportionment.

Section 38: Amends **Section 33-522, Idaho Code, Financial Emergency** – Removes provisions for a school board to declare a financial emergency that are contingent on support units or other sections of Idaho Code that are being repealed. Updates references to support unit funding to student-based foundation funding.

Section 39: Amends **Section 33-801A, Idaho Code, General Fund Contingency Reserve** – Amendments remove references to support units and their computation.

Section 40: Amends **Section 33-804, Idaho Code, School Plant Facilities Reserve Fund Levy** – Amendments remove references to support units and salary-based apportionment and make technical corrections to the sections numbering.

Section 41: Amends **Section 33-805, Idaho Code, School Emergency Fund Levy** – Amendments replace reference to average daily attendance and students in average daily attendance with students enrolled. Additional amendments make technical corrections to the sections numbering.

Section 42: Amends **Section 33-905, Idaho Code, School District Building Account – Payments to Account – Moneys Appropriated to State Board – Applications for Moneys – Payments to Districts – Report on Applications** – Amendments replace average daily attendance with student enrollment count.

Section 43: Amends **Section 33-906, Idaho Code, Bond Levy Equalization Support Program** – Amendments remove obsolete code references.

Section 44: Amends **Section 33-906, Idaho Code, Value Index Calculation** – Amendments update support unit references with average weighted student count.

Section 45: Amends **Section 33-1405, Idaho Code, Rates of Tuition** – Tuition Certificates – Amendments replace references to average daily attendance with student enrollment count and pupils with student.

Section 46: Amends **Section 33-1406, Idaho Code, Bills of Tuition** – Amendments update a code reference and make technical changes to the section numbering.

Section 47: Amends **Section 33-1613, Idaho Code, Safe Public School Facilities Required** – Amendments remove reference to an obsolete loan program that is being repealed.

Section 48: Amends **Section 33-1619, Idaho Code, Virtual Education Programs** – Amendments replace school district with LEA and average daily attendance with enrollment count and update code references.

Section 49: Amends **Section 33-1627, Idaho Code, Math Initiative** – Amendments move the appropriation from the educational support program to the Superintendent of Public Instruction.

Section 50: Amends **Section 33-2004, Idaho Code, Contracting by Approved Form for Education by Another School District, Approved Rehabilitation Center or Hospital, or a Corporation** – Amendments replace references to daily attendance with enrollment and make technical corrections to the numbering in the section.

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Section 51: Amends **Section 33-4602, Idaho Code, Advanced Opportunities – Rulemaking** – Amendments replace average daily attendance with enrollment count and updates code references.

Section 52: Amends **Section 33-5208, Idaho Code, Public Charter School Financial Support** – Amendments remove provisions for how public charter schools are funded based on the existing public school support program provisions and replaces the language with the requirement that public charter schools be funded the same and non-charter schools with the exception of existing exclusions for facilities funds and payment schedule. Additional amendments remove references to sections of code that are being repealed and update references to support units with student enrollment.

Section 53: Amends **Section 33-5210, Idaho Code, Application of School Law – Accountability – Exemption from State Rules** – Amendments remove the reference to Section 33-5208(3) regarding alternative schools which is being deleted.

Section 54: Amends **Section 33-5214, Idaho Code, Public Charter School Authorizers Fund** – Amendment updates a code reference.

Section 55: Amends **Section 33-5215, Idaho Code, Career Technical Regional Public Charter Schools** – Amendments remove a provision for determining salary-based apportionment for career technical regional public charter schools and replace references to average daily attendance with enrollment.

Section 56: Amends **Section 33-5217, Idaho Code, Public Charter School Debt Reserve** – Amendment updates code reference.

Section 57: Amends **Section 50-2908, Idaho Code, Determination of Tax Levies – Creation of Special Fund** – Amendment removes obsolete code reference.

Section 58: Amends **Section 57-1303, Idaho Code, County Apportionment of Forest Reserve Funds** – Amendment replaces references to average daily attendance with unweighted student enrollment count.

Section 59: Amends **Section 59-1115, Idaho Code, Employer’s Portion of Social Security Tax for School District Personnel** – Amendment updates code reference and makes technical corrections to section numbering.

Section 60: Amends **Section 63-315, Idaho Code, Assessment Ratios and the Determination of Adjusted Market Value for Assessment Purposes for School Districts** – Amendment removes obsolete code reference.

Section 61: Amends **Section 63-805, Idaho Code, Annual Levies** – Amendments replace references to average daily attendance with student enrollment.

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Section 62: Establishes an emergency clause, causing Section 6 regarding student enrollment counts and rulemaking to be in effect after passage and approval and sets the effective date for all other sections as July 1, 2020. This clause has the effect of allowing student enrollment counts and the necessary rulemaking to take place during the 2019-2020 school year. The collected enrollment numbers would then be available for use July 1, 2020.

Section 63: Establishes a sunset clause for Section 8 regarding the hold harmless and cap provisions as June 30, 2023.

*Governor FY 2020 Budget Highlights*

The Executive Budget for FY 2020 reflects Governor Little's focus on job growth, economic opportunity, and ensuring that Idaho is a great place for families to live and work.

**Top Priority: Investing in K-through-Career Education**

- **Literacy Proficiency - \$13,156,500.** The Governor recommends doubling the current literacy base budget. Using the Idaho Reading Indicator as a baseline, funding would be distributed to schools to increase literacy proficiency and help ensure students are reading at grade level by the time they complete third grade.
- **Teacher Pay Raise - \$11,229,400.** The Governor recommends additional funding to be put into the career ladder to increase starting teacher pay to \$40,000.
- **Our Kids, Idaho's Future - \$100,000.** The Governor recommends one-time General Fund to support a kindergarten through twelfth grade task force to evaluate critical next steps in the strategic funding of public schools for the future.
- **Master Educator Premium - \$7,175,400.** The Governor recommends funding to recognize and financially reward outstanding educators.
- **Career Ladder - \$47,996,100.** The Governor recommends funding the fifth year of the five-year funding plan for the career ladder for certified instructional employees and pupil service staff.
- **Kindergarten Readiness - \$60,000.** The Governor recommends funding for library programs to help children be better prepared for kindergarten.
- **Advanced Opportunities - \$3,000,000.** The Governor recommends additional funding, bringing the total to \$18,000,000, to accommodate the increasing number of students utilizing the Advanced Opportunities Program.
- **Enrollment Workload Adjustment - \$4,306,800.** The Governor recommends funding for an enrollment workload adjustment (EWA) as generated by the formula that compares student credit hour levels over three consecutive years. Recommended funding includes a net of \$621,000 for community colleges and \$3,685,800 for four-year institutions. The Governor also recommends \$300,000 in one-time General Fund to partially offset North Idaho College's \$678,600 reduction in EWA funding. The Governor recognizes that the transition from the current enrollment workload adjustment funding model to the State Board of Education's proposed outcomes- based funding model is a major policy shift. As such, he wishes to further study the advantages and disadvantages of both models over the next year before making a decision.

- **Opportunity Scholarship - \$7,000,000.** In lieu of outcomes-based funding or line items for higher education institutions, the Governor recommends \$7,000,000 to increase funds available to eligible Opportunity Scholarship applicants. In FY 2018, a total of 1,780 applicants were eligible for the scholarship but did not receive an award because of a lack of funding. This provides a market-based approach to increasing higher education funding by awarding scholarships to students who choose which institution best fits their needs. This will support the 60% goal, increase responsiveness of institutions to student needs, and address access and affordability.
- **Computer Science Initiative - \$1,000,000.** The Governor recommends the promotion and support of the computer science initiative. Funding will support the needs of educators and industry, including computer science professional development, grants, workforce development, and data and gap analyses related to computer science.
- **GEAR UP Scholarships - \$1,400,000.** The Governor recommends federal fund spending authority for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) initiative.
- **Graduate Medical Education - \$1,657,500.** The Governor recommends funds to address the shortage of physicians in the state and continue the implementation of the 10-year Graduate Medical Education plan. The budget includes 19 new medical residents and fellows at a per resident amount of \$60,000 and an increase in the per resident amount for existing residents from \$35,000 to \$40,000 for the following graduate medical programs:
  - **University of Utah/Idaho State University - \$180,000.** Funding supports three new residents.
  - **Family Medicine Residency (FMR) - \$450,000.** Funding supports a new resident and a hospitalist position in the Idaho State University FMR program, enhanced support to the 48 residents in the FMR of Idaho program, and 18 residents in the Kootenai FMR program.
  - **Boise Internal Medicine - \$257,500.** Funding supports three new residents and enhanced support for existing residents and interns.
  - **Eastern Idaho Regional Medical Center - \$650,000.** Funding supports 10 new internal medicine residents and enhanced support for 10 existing residents.
  - **Bingham Internal Medicine - \$120,000.** Funding supports one new resident and enhanced support for 12 existing residents.