PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 17, 2019

TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO – ANNUAL PROGRESS REPORT**	Information Item
2	**IDAHO DIGITAL LEARNING ACADEMY – ANNUAL REPORT**	Information Item
3	**2019 LEGISLATIVE UPDATE**	Information Item

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report Presentation

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

SBOE Strategic Plan; Goal 3: Data-Informed Decision Making; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the president to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. The university's annual published progress report is attached; updates will be provided through the presentation. Performance Measure Report information will be presented by the provosts separately in the appropriate section of the agenda set by Board staff.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report (published in fall 2018)

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.

ATTACHMENT 1

Annual Report with Strategic Plan Focus

Priority Institutional Metrics

Each of the university's major Strategic Plan goals has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics and progress to date include:

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
Terminal Degrees (PhD, MFA, etc.)	Target		285	300	325	380	425
	Actual	275	236	230			
Societal Impact (Go-on)	Target		35%	40%	42%	43%	45%
	Actual	NA	35%	40.6%			
Enrollment	Target		12,000	12,500	13,000	15,000	17,000
	Actual	11,372	11,780	12,072	11,841		
Equity Metric: First-term GPA and credits	Target		80%|80%	85%|85%	90%|90%	95%|95%	100%|100%
	Actual	75%|75%	62.5%|87.5%	75% | 75%			
"Great Colleges to Work For" Survey	Target		Survey Avg in 3rd Group (of 5) (56%)	Survey Avg in 3rd Group (of 5)(62%)	Survey Avg in 4th Group (of 5)(66%)	Survey Avg in 4th Group (of 5)(70%)	Survey Avg in 4th Group (of 5)(73%)
	Actual	NA	Avg in 3rd Group (of 5)(56%)	Avg in 3rd Group (of 5)(56%)			

GOAL 1: Innovate – Scholarly and Creative Work with Impact

- **Grew the university's research enterprise to $109.5 million in annual expenditures for FY17.**
- Received recognition for excellence in research and scholarship:
    - Christine Parent and Eric Mittelstaedt, both in the U of I College of Science, earned National Science Foundation Faculty Early Career

Development (CAREER) awards, along with a combined $1.7 million in research funding.
    - Greg Moller, College of Agricultural and Life Sciences faculty researcher, was elected a fellow in the National Academy of Inventors for innovative work cleaning wastewater in Idaho and worldwide.
    - Lisette Waits, College of Natural Resources faculty member and a university distinguished professor, was named a 2017 fellow of the American Association for the Advancement of Science for internationally recognized molecular ecology research.
    - Lee Ostrom, in the College of Engineering, received a Fulbright Specialist award to Aalto University in Helsinki, Finland, working to improve safety in physics and chemistry laboratories.
    - Janet Nelson, vice president for research and economic development, was named a 2018 fellow of the American Association for the Advancement of Science for excellence in higher education research administration.
- Showcased thought-provoking work at the U of I Prichard Art Gallery, including a National Endowment for the Arts and Idaho Commission for the Arts-funded exhibit highlighting wildland firefighters, a collaboration with the College of Natural Resources Forest, Rangeland and Fire Science program.
- Celebrated the naming of the Rinker Rock Creek Ranch, a 10,000-acre rangeland property in Blaine County, where research at the intersection of conservation, grazing and recreation is underway. The university joined a 99-year lease on the property in spring 2019.
- Advanced the science on biofuel sustainability with the awarding of a $750,000 Department of Energy grant to College of Natural Resources Assistant Professor Tara Hudiburg.
- Earned $5 million in National Institutes of Health funding to study antibiotic drug resistance, vaccine production and malaria treatment – the multiyear awards went to Eva Top, Craig Miller and Holly Wichman in the College of Science and Shirley Luckhart in the colleges of Science and Agricultural and Life Sciences.
- Continued to produce impact for Idaho and the world through an exemplary research enterprise. Recent success includes:
    - A University of Idaho team led by environmental chemist Greg Moller, soil scientist Dan Strawn and mechanical engineer Martin Baker became one of four finalists for the $10 million George Barley Water Prize for producing clean water by removing phosphorus.
    - U of I researchers are contributing to the advancement of clean energy, earning $2.6 million from the U.S. Department of Energy's Nuclear Energy University Program in fall 2018 to develop nuclear energy innovations for changing energy needs across the globe.

  - In fall 2018 U of I astrophysicist Jason Barnes was part of a team whose published research based on data from the international spacecraft Cassini revealed giant dust storms on Titan, Saturn's largest moon.
  - U of I shares a $20 million award from the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR) Research Infrastructure Improvement (RII) program to support research aimed at uncovering and predicting how rainbow trout and sagebrush adjust to changing environments. The award is shared with Idaho EPSCoR partners at Boise State University and Idaho State University and may help inform natural resource policies and management decisions throughout the American West. Idaho's Higher Education Research Council contributes $4 million in matching funds.
- In spring 2019, the proposed Center for Agriculture, Food and the Environment moved forward with state board approval of the university's purchase of a research dairy in Minidoka County. Research will include animal agriculture, water use, nutrient management and food processing, with an emphasis on undergraduate and graduate learning opportunities. A food processing site and an outreach and engagement center are also being developed as components of the project.
- **Increased invention disclosures from 21 in 2016-2017 to 24 in 2017-2018.**

INNOVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
1.1 Terminal Degrees in given field (PhD, MFA, etc.)	Goal		285	300	325	380	425
	Actual	275	236	230			
1.2 Number of Postdocs, and Non-faculty Research Staff with Doctorates	Goal		70	75	80	100	120
	Actual	66	102	92			
1.3 Research Expenditures ($ million)	Goal		100	105	115	135	160
	Actual	96	102	109			
1.4 Invention Disclosures	Goal		20	25	30	40	50
	Actual	17	21	24			

1.5 Number of undergraduate and graduate students paid from sponsored projects (PMR)	Goal		598 (UG) & 597 (GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	598 (UG) & 597 (GR) 1,195 Total	765 (UG) & 500 (GR) 1,265 Total			
1.6 % of students involved in undergraduate research (PMR)	Goal		68%	69%	71%	74%	75%
	Actual	66%	65%	61%			

GOAL 2: Engage – Outreach That Inspires Innovation and Culture

- Launched the 2017-18 Vandal Ideas Project: Engage initiative, funding seven proposals that split $300,000. The interdisciplinary projects addressed improving Idaho's college-going culture.
- Joined the State Board of Education's Apply Idaho common application initiative, part of the Next Steps program. Apply Idaho allows Idaho students to submit applications to all Idaho colleges and universities at one time, without paying any application fees.
- Embraced a "durable admissions" policy to allow students to defer admissions to U of I for up to four years. Students can now complete a religious mission, military service, a gap year or other life experience before seamlessly returning to their college plans.
- Achieved a new record for donor support – 10,437 donors gave $42,666,652 for U of I scholarships, research opportunities, programs and initiatives. Vandal Giving Day success totaled $483,207 from 1,359 gifts, including $50,000 in U of I Foundation support.
- Expanded the Western Undergraduate Exchange (WUE) program to students in 16 Western states and territories. Beginning in fall 2018, newly admitted students from those states may qualify for the WUE rate of 1.5 times the in-state rate, a savings of $12,500 per year, per student over out-of-state rates, and renewable for four years.
- Initiated Project ECHO, facilitated by the Idaho WWAMI Medical Education Program, to empower primary care providers in remote or underserved communities in Idaho to treat issues requiring specialist expertise. Connecting

with a panel of experts in bi-weekly one-hour video conferences, through fall 2018 the program offered more than 150 providers from nearly 80 sites in three dozen communities a chance to learn tools and techniques that can improve health and even save lives in our communities. Project ECHO added a focus on behavioral health in fall 2018.

ENGAGE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
2.1 Go-On Impact	Target		35%	40%	42%	43%	45%
	Actual	NA	35%	40.6%			
2.2 Number of Direct U of I Extension Contacts	Target		348,000	359,000	370,000	375,000	380,000
	Actual	338,261	360,258	405,739			
2.3 % Faculty Collaboration with Communities (HERI)	Target		61%	63%	65%	68%	70%
	Actual	57%	57%	57%			
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target		56%	58%	60%	66%	72%
	Actual	52%	52%	52%			
2.5 Alumni Participation Rate	Target		9%	10%	11%	13%	15%
	Actual	9%	10%	10.3%			
2.6 Economic Impact ($ Billion)	Target		1.1	1.2	1.3	1.7	2
	Actual	1.1	1.1	1.1			
2.7 Dual Credit (PMR) a) Total Credit Hours b) Unduplicated Headcount	Target		a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 10,170 b. 2,251	a. 12,004 b. 2,755			

ATTACHMENT 1

GOAL 3: Transform – Educational Experiences That Improve Lives

- Grew enrollment past 12,000 students in fall 2017, U of I's second consecutive increase. International student enrollment increased. Dual-credit participation increased 23 percent from 2016 to 2017. **In fall 2018, enrollment declined to 11,841, while dual-credit enrollment exceeded Strategic Plan goals**.
- Increased first-to-second-year retention from 77 percent to 82 percent for fall 2017, in part by streamlining and consolidating student-focused services, including through the Vandal Success Center. **In fall 2018, first-to-second-year retention remained strong at 80.75%.**
- **Increased six-year graduation rates from 54% (2011-2012 cohort) to 59% (2012-2013 cohort).**
- Formed a Vandal Success Coalition to pursue the implementation of a centralized advising structure.
- Demonstrated excellence in academics, earning distinguished awards:
    - Vandals Stephen Hancock and Emma Redfoot completed a semester as Idaho National Laboratory graduate fellows, joining an inaugural cadre of 11 students drawn from across the nation.
    - Senior J. Tyrell Styhl landed a National Science Foundation Graduate Research Fellowship, with plans to study sage grouse in Idaho, under mentorship from U of I professors.
    - U of I students Alexandra Flores and LeeAnn Hold received awards from the Arnold and Mabel Beckman Foundation's Beckman Scholars Program to support research in biology and biological engineering. U of I is one of only 12 institutions nationwide receiving the award.
    - Jacob Sannon, a 2017 Vandal Football player, was named to the 2017 CoSIDA Football Academic All-America First Team, becoming U of I's first first-team Academic All-American since 1973.
    - Senior journalism major Ian Han earned a Boren Scholarship to study Swahili in Tanzania. The David L. Boren Scholarship and Fellowship program emphasizes language and international skills in countries critical to national security and stability.
    - Six Vandals received highly competitive scholarships and semester-long experiences abroad through the Benjamin A. Gilman International Scholarship Program: Estefania Cervantes, Cole Keehner, Alexandria Campbell, Storm Jansson, Terrun Zolman, Jamie Waters.
    - In spring 2019, former soccer student-athlete Kelly Dopke was named one of the recipients of the 2018-19 NCAA Postgraduate Scholarship. The scholarship, worth $10,000, is awarded to former student-athletes based on academic and athletic success, as well as other factors including community service and standing within the institution.
- Expanded education focused on agricultural commodity and financial risk management with a $2 million gift from The Idaho Wheat Commission in spring

2018. The endowed chair of risk management expands collaboration between the College of Agricultural and Life Sciences and the College of Business and Economics.

- Saw the first cohort of first-year law students take to the classroom in fall 2017 in the Idaho Law and Justice Learning Center, the new home of the three-year juris doctorate program in Boise.
- Initiated a unique partnership with the Fenway Group to provide technology-focused work and mentorship opportunities with top-tier companies for students interested in information systems and computer science careers.

TRANSFORM: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
3.1 Enrollment	Target		12,000	12,500	13,000	15,000	17,000
	Actual	11,372	11,780	12,072	11,841		
3.2 Equity Metric: First term GPA & Credits (% Equivalent)	Target		80%|80%	85%|85%	90%|90%	95%|95%	100%|100 %
	Actual	75%|75%	62.5%|87. 5%	75% | 75%			
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	87%	90%
	Actual	77%	77%	82%	80.75%		
3.4 Retention – Transfer Students	Target		77%	78%	79%	82%	85%
	Actual	83%	83%	82%	81.31%		
3.5 Graduates (All Degrees)	Target		2,900	2,950	3,000	3,500	4,000
	Actual	2,861	2,668	2,487			
a) Undergraduate Degree (PMR)	Target		1,800	1,800	1,850	2,200	2,500
	Actual	1,767	1,651	1,570			
b) Graduate/ Prof Degree (PMR)	Target		700|130	750|130	800|150	850|150	1,000|200
	Actual	741|123	584|122	543|143			
c) % of enrolled UG that	Target		20%	20%	20%	20%	20%
	Actual	20%	20%	retired*			

graduate (PMR)							
d) % of enrolled Grad students that graduate (PMR)	Target		29%	30%	31%	33%	35%
	Actual	29%	30%	retired*			
3.6 NSSE High Impact Practices	Target		70%	70%	75%	80%	85%
	Actual	67%	67%	73%			
3.7 Remediation	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
a) Number b) % of first-time freshman (PMR)	Actual	a. 150 b. 14%	a. 230 b. 19%	a. 217 b. 19%			

GOAL 4: Cultivate – A Valued and Diverse Community

- Hosted the joint Women's Leadership Conference with Washington State University. The "Lifting As We Climb" theme was designed to offer professional development opportunities, empower women and encourage women to achieve their career goals. The conference was institutionalized as an alternate-year, collaborative activity funded by joint donor funds.
- Increased international student enrollment 7.3 percent over fall 2016, including a 49 percent increase in new international students. Initiated the Global Student Success Program pathway for international students, a partnership with Navitas.
- Made progress on market-based compensation, up from 88 percent to 94 percent of target salaries for staff. A high priority based on the University Budget and Finance Committee process, the compensation initiative for staff and faculty was funded by an Idaho State Board of Education-required Program Prioritization process.
- Brought teaching assistants closer to market wages through the market-based compensation initiative.
- Renewed a five-year agreement to support the statewide cultural and language programs of the Confucius Institute and hired new American and Chinese co-directors, Jeffrey Kyong-McClain and Dr. Jianxin Zhou, respectively. Offered a table-tennis focus, including a class taught by a ranked Chinese player, in Moscow.
- The university's Short and Sweet talks, sponsored by the Office of Research and Economic Development, bring together multiple communities to celebrate U of I

research, scholarship and creative activity. In these well-attended events, speakers from a variety of disciplines in the sciences, arts and humanities offer engaging, rapid-fire presentations about their work.

CULTIVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
4.1 "Great Colleges to Work For" Survey	Target		Survey Avg in 3rd Group (of 5) (56%)	Survey Avg in 3rd Group (of 5)(62%)	Survey Avg in 4th Group (of 5)(66%)	Survey Avg in 4th Group (of 5)(70%)	Survey Avg in 4th Group (of 5)(73%)
	Actual	NA	Avg in 3rd Group (of 5)(56%)	Avg in 3rd Group (of 5)(55%)			
4.2 Multicultural Enrollment Student Enrollment (Heads)	Target		2,933	3,130	3,305	4,000	4,300
	Actual	2,415	2,678	2,799	2,764		
4.3 International Student Enrollment (Heads)	Target		800	950	1,100	1,500	2,000
	Actual	766	664	717	755		
4.4 Full-time Staff Turnover Rate	Target		17.0%	16.0%	15.0%	12.0%	10.0%
	Actual	17.6%	15.70%	17.0%			
4.5 % Multicultural a. Faculty and b. Staff	Target		a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 19% b. 13%	a. 22.1% b. 13.0%			
4.6 Cost per credit hour (PMR	Target		$355	$366	$377	$412	$450
	Actual	c. $335	$355	$383			
4.7 Efficiency (graduates per $100K) (PMR)	Target		1.26	1.32	1.37	1.54	1.70
	Actual	1.20	1.10	0.97			

ATTACHMENT 1

COLLABORATIONS WITH OTHER INSTITUTIONS OR INDUSTRY

As Idaho's land-grant university, U of I conducts an array of educational, research and outreach collaborations. Partners include educational institutions, private industry, nonprofit organizations, government agencies, and community groups. Of particular note, the university has a robust collaboration with the Idaho National Laboratory on research and education in long-standing areas of interest such as clean energy as well as emerging fields such as cybersecurity. Joint appointments serve to enhance collaboration for the university and for INL, promoting access to expertise, facilities and resources; foster creative and dynamic environments; and allow for participation in specific proposals.

U of I joint appointments with INL include Dr. Michael Haney, who studies cybersecurity issues of energy systems; Dr. Janet Nelson, U of I's vice president for research and economic development; Dr. Robert Smith, professor of subsurface science and geochemist focused on various aspects of energy development; and Zachary Tudor, associate laboratory director of INL's National and Homeland Security organization, a major center for national security technology development and demonstration. John Russell is an incoming joint appointment with INL.

CAPITAL CAMPAIGN

In FY18 the University raised $42,522,754 in total private support from 10,602 donors. That total was paced by contributions from alumni ($14.6 million) and from corporations/organizations/non-profits ($24.3 million). Friends, faculty and staff, and parents made up the rest of the total.

Of the $42.5 million, $10.3 million was designated for student support, most often scholarships. A further $8.6 million was contributed toward academic and other programs. More than $9.8 million was designated for faculty and staff support. Overall, FY18 saw 46 new endowments created, often supporting scholarships for students in particular areas of study but also supporting faculty work. For instance, the Idaho Wheat Commission invested in the future of Idaho agriculture with a $2 million gift to the University of Idaho Foundation in March 2018, establishing a new Chair of Risk Management. Donors contributed $13.7 million to key facilities projects, including the Idaho Central Credit Union Arena.

COMMUNITY PARTNERSHIPS

The university continues to fulfill its land-grant mission to engage the state through educational, research and outreach programming. The university's three centers (in Boise, Coeur d'Alene and Idaho Falls), nine Research and Extension Centers, other research facilities, and county-based extension offices offer an array of services,

resources and programs. Traditional Extension programming such as 4-H leadership development continues to be a focus for the university. In addition, the university is enhancing its statewide mission with several newer programs to impact go-on rates, improve health and well-being, and promote economic development. Examples include:

- Project ECHO Idaho: As indicated above in the overview of Strategic Plan "Engage" progress, the university has initiated Project ECHO (Extension for Community Healthcare Outcomes), facilitated by the Idaho WWAMI Medical Education Program, to empower primary care providers in remote or underserved communities in Idaho to treat issues requiring specialist expertise. Substance abuse and dependency is a focus of Project ECHO. A 2017 report by the governor's Office of Drug Policy noted a 50 percent increase from 2008 to 2015 in prescription opioid access, heroin possession and age-adjusted mortality. Connecting with a panel of experts in bi-weekly one-hour video conferences, through fall 2018 the program offered more than 150 providers from nearly 80 sites in three dozen communities a chance to learn tools and techniques in the area of substance abuse and dependency to improve health and even save lives in our communities. Project ECHO added a focus on behavioral health in fall 2018.
- In October 2018, the University of Idaho was awarded funding by the Substance Abuse and Mental Health Services Administration competitive grant competition for $374,919 over a three-year period to offer behavioral health trainings for healthcare professionals in Idaho through our Project ECHO Idaho program. The twice-monthly mental health ECHO trainings help providers recognize mental disorders and employ crisis de-escalation techniques, and they offer a toolkit of mental healthcare resources and access to a referral network for patients.
- In November 2018 Project ECHO received an Idaho Rural Health Hero award from the Idaho Rural Health Association for its work on behalf of rural Idahoans through opioid addiction treatment and behavioral health education efforts. Future areas of importance for Project ECHO could include geriatric medicine, palliative care, chronic pain and more.

Caminos al Futuro

- Arising out of our Vandal Ideas Project, an internal grant program meant to stimulate unique and collaborative approaches to problems, U of I's Caminos al Futuro "Roads to the Future" program offers highly focused outreach embedded in Jerome public schools. Up to 40 students, mainly Hispanic, in eighth to 12th grade receive integrated and enhanced U of I services, including academic coaching, college counseling, summer programs and family engagement. The goal of the project is to promote college going in a rural community, especially among a Hispanic demographic where rates of postsecondary attainment among adults age 25-64 remain the lowest nationwide despite a fast-growing population.

- In fall 2018, the Caminos al Futuro project received a five-year, $548,000 USDA grant. That support offers U of I the time and resources to test the program and see what approaches can scale up to other communities in our state.

- The Caminos al Futuro project complements other efforts through the university's Office of Equity and Diversity, including the College Assistance Migrant Program, which assists students who have qualifying migrant/seasonal farm work backgrounds by providing financial and academic support services. The university also connects with groups like the Idaho Hispanic Commission, and has for several years maintained a Latino Advisory Council to offer advice and support for Hispanic outreach and engagement.

University of Idaho Coeur d'Alene

- The University of Idaho Coeur d'Alene offers a suite of educational and outreach programming. Technology is a particular focus. The university's recently developed computer science bachelor's degree partnership with North Idaho College allows residents to now earn a full, four-year degree in computer science in Coeur d'Alene. The program saw its first U of I Coeur d'Alene computer science graduate in spring 2018.

- The University of Idaho Dig'nIT program offers highly interactive training in diverse technologies, including software development that accommodates students regardless of age or education level and supports employment and entrepreneurial opportunities. The program connects with regional IT companies and new start-ups to focus on practical development of relevant, high-value skills required for industry success.
- In 2018 the University of Idaho Coeur d'Alene partnered with the Innovation Collective on the Inspire Idaho program, which brought app development and programming to program participants in cities across Idaho. Inspire Idaho addressed access, equity and workforce readiness for Idaho residents by providing those who want to learn code and app development the opportunity to do so by bringing the program, experts and computers to Idaho. The program used Apple's Everyone Can Code curriculum and the Swift programming language. Supported by U of I and the Innovation Collective, the program provides experts and mentors in the community to give guidance and support.

NEW BUILDINGS

ARI Aquatic Animal Research Facilities

- The Aquaculture Research Institute's new, $2.9 million Aquatic Animal Research Facility opened fall 2018 at U of I in Moscow. The facility enhances the research and educational capabilities of the internationally recognized institute, expanding

research capacity on sustainable feeds, larval rearing and reproduction to a range of commercially important freshwater and marine species.

Idaho WWAMI Medical Education Program Facilities

- In 2018 the University of Idaho celebrated the opening of an anatomy lab and classroom spaces at a new Gritman Medical Center building in downtown Moscow. The university is also renovating classroom spaces on its Moscow campus, on Sweet Avenue, a $4.6 million project due for completion and ribbon-cutting in June 2019. The Idaho WWAMI cadre has increased over recent years to 40 students per year, and with the movement of WSU's medical education program to Spokane, facilities in Moscow are essential. Combined with the revised curriculum that offers more time in Moscow during the program, the facilities will play a role in promoting medical careers in Idaho to address the state's physician shortage.

Idaho Center for Agriculture, Food and the Environment

- The proposed Idaho CAFE project took a step forward in February 2019 with state board approval of the $4.5 million acquisition of 640 acres of land in Minidoka County. The site, near Rupert, will be home to a 2,000-cow research dairy, the largest operation of its kind in the United States. The research dairy supports the fast-growing animal agriculture sector – Idaho is now third nationally in milk production and has significant operations in food processing.
- Milk production relies on livestock, soil and feed, energy, and water inputs, and has considerable environmental impacts. In each case, the new research dairy at CAFE will help U of I collaborate with industry to promote effective and long-term success. The center will also offer experiences for undergraduates and graduate students, training the next generation of dairy professionals.
- Idaho CAFE's distributed model also includes an outreach and engagement center in the Magic Valley, and a dairy processing program to be developed in collaboration with the College of Southern Idaho (CSI). A location for the outreach and engagement center has been identified at Crossroads Point, in Jerome County.

Rinker Rock Creek Ranch

- In February 2019 the state board approved a $1.2 million, 99-year lease agreement at Rinker Rock Creek Ranch. The ranch includes 10,400 acres in Blaine County and is home to sage grouse and other species. Rinker Rock Creek Ranch is a unique research, education and outreach facility, offering a living laboratory for hands-on understanding of rangeland resource management, conservation and recreation. Research at the ranch has already begun, with a cow-calf herd provided from the university's Nancy M. Cummings Research, Extension and Education Center.

Sandpoint Organic Agriculture Center

- In 2018 The University of Idaho College of Agricultural and Life Sciences established a new presence in Sandpoint and Bonner County with the acquisition of the Sandpoint Orchard. The 48-acre property, now known as the Sandpoint Organic Agriculture Center, was acquired by U of I through a donation from Dennis Pence of Sandpoint and his family. The orchard is the first in the U of I system to focus on organic farming and organic-certified production systems and will offer educational programs in organic and sustainable agriculture production.

University House

- The $1.9 million University House is in the phase of substantial completion and is on track for a spring 2019 opening. University House will provide a new executive residence and space for official events and activities. The 5,200-square-foot facility was funded in part by $1.3 million in private giving through the University of Idaho Foundation.

Nancy M. Cummings Research, Extension and Education Center Classroom and Office Building

- This classroom and office space building in Carmen – a $2.7 million project – is in the construction phase. The project is on schedule for a 2019 completion. The Cummings center provides land and facilities for beef cattle research at the scale of a working ranch. The center also provides continuing education for those involved in the livestock industry and learning opportunities for University of Idaho students.

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Pursuant to Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. The report must include at a minimum a copy of the Idaho Digital Learning Academy's Acceptable Use Policy and Fee Schedule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

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

IMPACT

Idaho Digital Learning Academy served 31,106 enrollments for 2017-2018, which is a 10% increase from 2016-2017. Ninety-nine percent of the school districts in Idaho participated in 2017-2018. The number one reason for taking Idaho Digital Learning Academy courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – Fee Policy Statement
Attachment 2 – Acceptable Use Policy
Attachment 3 – Accreditation Confirmation

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Digital Learning Academy was established by the legislature in Idaho Statute in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the Idaho Digital Learning Academy was created as "a public school-choice learning environment which joins the best technology with the best instructional practices. The Idaho digital learning academy as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the state of Idaho, or of the departments prescribed in section 67-2402, Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts." The Idaho Digital Learning Academy is further defined Section 33-5505, Idaho Code as follows:

(3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the Idaho Digital Learning Academy provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. The Idaho Digital Learning Academy provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access Idaho Digital Learning Academy courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

IDAHO DIGITAL LEARNING FEE POLICY

Fees for Idaho Digital Learning Academy: The fee schedule for 2017-2018 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The cost for one (1) enrollment is $75 for Idaho students.

Idaho Standards Achievement Test (ISAT): Courses designated as ISAT preparatory courses will not incur a per-enrollment cost to the district. See Idaho Digital Learning Academy Course Catalog for list of courses.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Academy's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for MOU Addendum and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

Middle School Keyboarding and Middle School Pathways to Success and 8th Grade Career Explorations: Idaho Digital Learning Academy will offer Middle School Keyboarding, Pathways, and Career Explorations at $30 per enrollment. Any middle school courses in which half the content is delivered (4 units) the Idaho Digital Learning Academy fee is further reduced to $15 per enrollment.

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and <u>are only available for Idaho Digital Learning Academy courses which are taken in addition to the student's full course load at the local school</u>. Limited, partial scholarships are available for 2017-2018 at $50 per enrollment.

Textbooks: Idaho Digital Learning Academy provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the

required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Academy Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

IDAHO DIGITAL LEARNING ACADEMY REFUND POLICY

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

- **All cohort sessions:**
  - **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
  - **12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
  - **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
  - The drop deadline for all flex classes is 14 days after the student begins the course.
  - If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- **After the drop deadline:** Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district.
- **Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**

ATTACHMENT 2

IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning. All students are expected to use Idaho Digital Learning and the resources provided to access Idaho Digital Learning for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning.

Prohibited uses of technology

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
- inaccurate
- abusive
- rude
- obscene
- profane
- sexually explicit
- threatening
- harassing
- racially offensive
- illegal
- encouraging the use of illegal materials
- inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer

- viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning board.
- Idaho Digital Learning Rights and Responsibilities.

- Idaho Digital Learning reserves the right to monitor all activity related to Idaho Digital Learning courses or sites.

- Idaho Digital Learning reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning.

- Opinions, advice, services and all other information expressed by Idaho Digital Learning staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning.

Discipline

- Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning shall be based on the severity of the infraction.

- If the Idaho Digital Learning teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning.

ATTACHMENT 3

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).
February 2018	The Board received an update on education related legislation introduced, to-date, during the 2019 legislative session and took a position on six bills, one RS and the Governor's education related budget recommendations.

ALIGNMENT WITH STRATEGIC PLAN

Governance item as part of the Board's constitutional role of governance on oversight over publicly funded education and Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

This item is to provide the Board with a final update of the status of education related legislation that was introduced during the 2019 legislative session.

Following is a list of where each bill considered by the Board ended the session:

Board Supported Legislation:

- House Concurrent Resolution 6, Music in our Schools Month – Passed both chambers
- House Bill 153 Career Ladder, increases career ladder amounts for the residency rung – Passed both chambers, signed by the Governor on 3/21/19
- Senate Bill 1029 School Turnaround Act, codifies existing pilot program for low performing schools managed by the Board office – Passed the Senate, failed in the full House
- Senate Bill 1057 Continuous Improvement Plans, removes requirement to report grade band performance and improvement indicators in school district and charter school continuous improvement plans and requires the plans to link to the new school district report cards – Passed both chambers, signed by the Governor on 4/02/19
- Senate Bill 1059 Mastery-based Education Network Expansion – Passed both chambers, signed by the Governor on 3/22/19
- House Bill 185 (RS26561) Rural Educator Loan Repayment Program – Printed by the House Education Committee but was not scheduled for a hearing.
- House Bill 218 Rural Teacher Incentive Program, State Superintendent teacher pipeline imitative - Printed by the House Education Committee but was not scheduled for a hearing

Board Opposed Legislation:

- Senate Bill 1058, Charter School Administrator Certificate – Passed both chambers, signed by the Governor on 3/21/19

Pending Administrative Rules Approved by the Board:

- Docket No. 08-0104-1801, Residency for Tuition Purposes – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0202-1801, Rules Governing Uniformity, Educator certification standards annual review and update – Partial rejection of proposed amendments to IDAPA 08.02.02.007, subsections 03, 04, 07, 11, 16, and 18 by the House Education Committee (HCR021). Accepted as submitted by the Senate Education Committee. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0202-1803, Rules Governing Uniformity, Educator certification requirements clarification – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0202-1804, Rules Governing Uniformity, Professional Endorsement – Partial rejection of IDAPA 08.02.02.028, subsections 01, 02, and 03 by the House Education Committee (HCR020). Accepted as submitted by the Senate Education Committee. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1801, Rules Governing Thoroughness, Special Education Manual update – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1803, Rules Governing Thoroughness, High School Graduation Requirements – Partial rejection of proposed amendments to IDAPA 08.02.03.105, subsection 01.d.ii through 01.d.iv, and subsection 04, by the House Education Committee (HCR019). Accepted as submitted by the Senate Education Committee. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1804, Rules Governing Thoroughness, Career Technical Education Content Standards – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1805, Rules Governing Thoroughness, Removal of Annual Measurable Achievement Objectives – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0501-1801, Rules Governing Seed and Plant Certification, Standards terminology update – Recommended acceptance by the Senate and House Agricultural Committees. Accepted in whole by the Senate and

House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.

- Docket No. 47-0102-1801, Rules and Minimum Standards Governing Extended Employment Services – Partial rejection of proposed amendments to IDAPA 47.01.02.500, subsection 03.c., Senate and House Education Committees (HCR018), amended rule removing subsection 03.c. will go into effect at the end of the 2019 legislative session.

IMPACT

This update provides the Board with the status of education related legislation that was introduced during the 2019 legislation, the status of pending rules approved by the Board, and provides the opportunity to discuss the impact of legislation that was passed.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation
Attachment 2 – Status of Board Supported Budget Recommendations

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a summary of the status of each introduced bill at the time the agenda material was prepared. Staff will be prepared to provide updates to the Board at the meeting regarding any changes that have occurred or provide detailed information about any of the legislation the Board would like to discuss further. Additional education related legislation that has been introduced prior to the Board meeting may also be discussed.

The following is a summary of legislation that will have a significant impact on Board initiatives or operations.

HB293 (2019) – Public School Funding Formula review and reporting. Multiple draft bills were circulated during the 2019 legislative session. Of these drafts or RS's three bills were printed. Two senate bills, SB1186 and SB1196 proposed rewriting the public schools funding formula to a "student centered" model based on student enrollment rather than a "allocation" model based on average daily attendance of students and personnel costs (salary based apportionment). A number of amendments were made throughout the process to try and reconcile the desired legislative policy change with education stakeholder concerns. Common ground between these two groups were not found during the session. Two of the major concerns raised by stakeholders was around the estimated numbers used for determining the fiscal impact of the proposed changes and how student enrollment would be counted for those students that attended more than one school. The proposed funding formula introduced a number of student characteristics that would be used to adjust the weight of the student enrollment in calculating a school district or charter schools funding from the state. These student characteristics were then identified through defined terms within the legislation to assure the uniform collection and application of the data necessary

for calculating funding. In some cases the student characteristics were student information that is not currently collected at the state level or is currently collected but not in the same manner as proposed for use in the funding formula. For these defined terms, estimates were used to calculate the fiscal impact on an individual school district or charter school. Additionally, the new funding formula proposed using student enrollment rather than average daily attendance. Similar to the current calculation of average daily attendance, the legislation stipulated a single student could not be counted as more than one (1) unweighted full-time equivalent (FTE) student with one exception. Students who met the definition of an at-risk student and were participating in a summer school or night school program could be counted for up to 1.25 unweighted FTE. The proposed versions of the legislation then authorized the Board to promulgate rules for determining how fractional enrollment would be calculated for those students that attended more than one school district or charter school. HB293 (2019) establishes the majority of the definitions that were proposed in the earlier public school funding formula bills, with the addition of moving the definition of At-Risk Student from Idaho Administrative Code to Idaho Code and tasks the Board and the Department (as the Board's delegate) with collecting and reporting the necessary data for the next legislative session so that actual numbers can be used for determining the fiscal impact of future changes to how public schools are funding rather than using estimates. HB 293 also tasks the Board with promulgating rules necessary for determining how fractional enrollment will be calculated. Furthermore, HB 293 establishes additional reporting requirements for school districts and charters schools regarding how funds appropriated for current statutory line items, pursuant to Section 33-1002, Idaho Code, are being used. The intent of HB 293, as expressed by legislators, is to collect and report the data identified as necessary to determine the impact of a proposed change in the way public schools are funded in Idaho so the legislature can make an informed decision and to address two of the concerns expressed by various education stakeholder groups, the data used for projecting the fiscal impact and how fractional enrollment would be calculated.

SB1106 (2019) – Career Technical Education – Secondary Virtual Programs/Courses. SB1106 (2019) adds language to Idaho Code requiring the Division of Career Technical Education (Division) identify which career technical education programs can be delivered through a completely online program or a hybrid of in-person and on-line education. Additional language is also added to reiterate that virtual programs must be evaluated based on the same standards as non-virtual programs. A number of industry stakeholder organizations spoke in favor of the legislation and the need to move quickly in identifying which programs could be delivered through these different modalities. It would be helpful for the Board to provide the Division with input on where the Board stands in this area and the level of priority for this initiative.

SB1193 (2019), HB222 (2019) and HB281 (2019) – SB1193 is the appropriation to the State Board of Education for special programs, which includes the scholarships and grants program. This funding program accounts for the

appropriation for all state managed scholarships. When the Opportunity Scholarship was created in 2007, it established the Opportunity Scholarship Program Account. The initial purpose of the account was for the interest earned off of monies in the account to be used for funding scholarship awards. The account was funded with an original appropriation of $10,000,000 with a plan for annual appropriations into the account to build up the corpus and increase the amount of funds available each year for making scholarship awards. At the same, time an ongoing appropriation was made as part of the special programs and grants budget for making scholarship awards until such time as the Opportunity Scholarship could be self-sustaining. Annual appropriations were made into the account for two years for a total of $20,000,000. With the start of the recession in 2009, the appropriations into the account were discontinued. Since that time the account interest has been used to make awards and the account has been used as a backstop in years when the appropriation is not enough to cover eligible scholarship renewals or as a tool for managing the scholarship allowing for the maximum number of awards to be granted each year should more students accept the awards than are estimated. SB1193 moves $7,000,000 out of the account for the purpose of making additional scholarship awards in FY2020. HB222 is the FY2020 appropriation for public school funding for the Division of Children's Programs of the Public Schools Education Support Program; this appropriation moves $3,156,500 from the Opportunity Scholarship Program Account to be used for K-3 Literacy. HB 281 is an appropriation bill that moves funds between various state accounts. One of these transfer is the transfer of $3,400,000 from the Opportunity Scholarship Program Account to the Public Education Stabilization Fund to address year-end shortfall in the public schools (K-12) appropriation due to continued enrollment growth and participation in the Advanced Opportunities Program. At the start of FY2020 the Opportunity Scholarship balance is estimated at $5,130,000, down from approximately $18,960,000 balance at the end of FY 2019.

BOARD ACTION

I move to direct the Division of Career Technical Education to start the review process on each secondary program pathway and identify which can be appropriately delivered on-line or through a hybrid format. The Division is directed to bring back a progress update to the Board no later than the August Regular Board meeting with a target date of the December Regular Board meeting for the review to be completed.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

2019 Legislature
Education Related Legislation

The following chart lists education related legislation introduced during the 2019 legislative session.

Bill No. Color Key:

	Board Supported
	Board Opposed

Last Action Color Key:

	Law
	Passed Both Chambers
	Failed

Description Color Key:

	Appropriation Bill

Bill No	Description	Last Action	Rules
H0020	Approp, perm bldg fund, amend	02/06/2019 House - Reported Signed by Governor on February 6, 2019 (FY19 Supplemental)	
H0091	Dev impact fees, charter schools	03/12/2019 House - Reported Signed by Governor on March 12, 2019	N
H0093	Nontraditional educator prep	03/29/2019 House - Reported Signed by Governor on March 29, 2019	N
H0120	Sex education	03/07/2019 Senate - Introduced, read first time; referred to: Education	
H0122	Hemp research and development act	04/04/2019 House - Without recommendation on concurrence, Held at desk	
H0133	Immunization exemptions	02/26/2019 Senate - Introduced, read first time; referred to: Health & Welfare	
H0136	PERSI, public safety officers	02/13/2019 House - Reported Printed and Referred to Commerce & Human Resources	
H0150	Open meetings, exec session	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0153	Career ladder	03/21/2019 House - Reported Signed by Governor on March 21, 2019	N/May
H0174	Approp, edu bd, hlth prgms, chg	03/12/2019 House - Reported Signed by Governor on March 12, 2019 (FY19 Supplemental)	
H0177	Retired officers, teachers	03/25/2019 House - Reported Signed by Governor on March 25, 2019	N
H0185	Educator loan assistance	02/25/2019 House - Reported Printed and Referred to Education	
H0198	Advanced oppor, trade schools	02/26/2019 House - Reported Printed and Referred to Education	
H0199	Concealed weapons	04/02/2019 House - Reported Signed by Governor on April 2, 2019	N
H0203	Firearms, schools	02/26/2019 House - Reported Printed and Referred to State Affairs	
H0206	Concealed handgun, possession	04/02/2019 House - Delivered to Governor at 10:15 a.m. on April 2, 2019	
H0215	Approp, STEM action center, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0218	Rural teacher incentive program	03/01/2019 House - Reported Printed and Referred to Education	

ATTACHMENT 1

H0219	Approp, pub schls admin, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0220	Approp, pub schls teachers, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0221	Approp, pub schls operations, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0222	Approp, pub schls children's, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0223	Approp, pub schls facilities, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0224	Approp, pub schls cntrl srvs, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0225	Approp, pub schls deaf blind, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0226	Approp, edu bd, office, orig	03/07/2019 House - Failed: Ayes 29 Nays 41 Abs/Excd 0, Filed in Office of Chief Clerk	
H0232	Approp, supt public instruc, orig	03/21/2019 House - Reported Signed by Governor on March 21, 2019	N
H0237	Approp, voc rehab, orig	03/21/2019 House - Reported Signed by Governor on March 21, 2019	N
H0253	Education savings accounts	03/12/2019 House - Reported Printed and Referred to Education	
H0257	Approp, edu bd, career tech, orig	03/26/2019 House - Reported Signed by Governor on March 26, 2019	N
H0267	Approp, edu bd, college univ, orig	04/02/2019 House - Reported Signed by Governor on April 2, 2019	N
H0270	Public schools, polling places	04/02/2019 House - Reported Signed by Governor on April 2, 2019	N
H0272	School districts, bond votes	03/14/2019 House - Reported Printed and Referred to Revenue & Tax	
H0273	Guided education mgmt act	03/14/2019 House - Reported Printed and Referred to Revenue & Tax	
H0281	Approp, year-end transfers	04/05/2019 House - Reported Signed by Governor on April 5, 2019	N
H0286	Approp, pub schls teachers, trailer	04/04/2019 House - Reported Signed by Governor on April 4, 2019	N
H0291	Approp, supt public instrc, trailer	Delivered to Governor at 10:15 a.m. on April 8, 2019	N
H0293	Education, funding formula review	Delivered to Governor at 10:15 a.m. on April 8, 2019	Y
H0295	Education, literacy, adaptive	03/28/2019 House - Reported Printed and Referred to Education	
H0297	Approp, edu bd, office, orig	04/08/2019 House - U.C. to hold place on third reading calendar one legislative day	N
HCR004	Rule rejection, immunization reqs	01/28/2019 House - Reported Printed and Referred to Ways & Means	
HCR006	Music in our schools month	02/28/2019 House - Delivered to Secretary of State at 10:48 a.m. on February 28, 2019	N
HCR018	Rule rejection, vocational rehab	03/26/2019 House - Delivered to Secretary of State at 11:08 a.m. on March 26, 2019	May
HCR019	Rule rejection, board of ed	03/14/2019 Senate - Introduced, read first time; referred to: Education	
HCR020	Rule rejection, board of ed	03/14/2019 Senate - Introduced, read first time; referred to: Education	
HCR021	Rule rejection, board & dept of ed	03/14/2019 Senate - Introduced, read first time; referred to: Education	
HR007	Hemp, dev, research, production	04/05/2019 House - Failed: Voice Vote, Filed in Office of Chief Clerk	
S1025	Approp, STEM action center, add	02/11/2019 Senate - Signed by Governor on 02/11/19 (FY19 Supplemental) supposed	N
S1029	School turnaround act	03/25/2019 Senate - Returned from House Failed; to Secretary of Senate	
S1030	School boards, org date	03/04/2019 Senate - Signed by Governor on 03/04/19	N

ATTACHMENT 1

S1057	School improvement plans	04/02/2019 Senate - Signed by Governor on 04/02/19	May
S1058	Charter school administrators	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1059	Mastery-based education	03/22/2019 Senate - Signed by Governor on 03/22/19	N
S1060	Ed, flex sched, early graduation	04/04/2019 Senate - Signed by Governor on 04/04/19	Y
S1061	School levies	04/04/2019 Senate - Referred to Education	N
S1101	Reading, literacy	02/12/2019 Senate - Reported Printed; referred to Education	
S1102	Charter schools, facilities fund	02/12/2019 Senate - Reported Printed; referred to Education	
S1103	Charter school facilities fund	02/12/2019 Senate - Reported Printed; referred to Education	
S1104	Teacher certificate renewal	03/29/2019 Senate - Signed by Governor on 03/29/19	Yes
S1105	Advanced opp, career technical	03/29/2019 Senate - Signed by Governor on 03/29/19	May
S1106	Career technical ed, charter school	04/04/2019 Senate - Signed by Governor on 04/04/19	May
S1107	Education, staff allowance	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1108	Driver training, scholarships	03/19/2019 Senate - Returned from House Failed; to Secretary of Senate	
S1131	Traffic, passing school bus	03/27/2019 Senate - Signed by Governor on 03/27/19	N
S1145	Approp, edu bd, ag research, orig	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1155	Approp, public television, orig	03/22/2019 Senate - Signed by Governor on 03/22/19	N
S1165	Approp, edu bd, hlth prgms, orig	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1180	Public charter school facilities	04/03/2019 Senate - Signed by Governor on 04/03/19	N
S1181	Superintendent, admin evals	03/12/2019 Senate - Reported Printed; referred to Education	
S1186	Public school funding formula	03/12/2019 Senate - Reported Printed; referred to Education	
S1188	Approp, edu bd, comm college, orig	03/28/2019 Senate - Signed by Governor on 03/28/19	N
S1193	Approp, edu bd, special prgms, orig	03/25/2019 Senate - Signed by Governor on 03/25/19	N
S1196	Public school funding formula	03/13/2019 Senate - Reported Printed; referred to Education	
SCR102	N Idaho college, athletic facility	02/14/2019 House - Read First Time, Referred to State Affairs	
SCR111	School construction committee	04/05/2019 House - U.C. to be returned to Education Committee	

ATTACHEMENT 2

Governor FY 2020 Budget Highlights

- **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.
    - Legislature approved an increase of $13,156,500 for Literacy Proficiency/Interventions for a total of $26,146,800 (HB222).

- **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.
    - Legislature approved an additional $3,796,200 in FY2020 to address the fiscal impact of HB153. An additional increase for FY21 will be necessary to cover the cost of bringing up starting salaries to $40,000 in FY2021.

- **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.
    - At the time this agenda item was being completed the Joint Finance and Appropriations Committee approved $100,000 in the Budget of the Office of the State Board of Education for supporting the Task Force (HB297).

- **Master Educator Premium - $7,175,400.** The Governor recommends funding to recognize and financially reward outstanding educators.
    - Legislature approved $7,175,400 for the estimated distribution amount for master educator premiums (HB220).

- **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.
    - Legislature approved an additional $49,681,500 for the fifth year of Career Ladder implementation (HB220).

- **Kindergarten Readiness - $60,000.** The Governor recommends funding for library programs to help children be better prepared for kindergarten.
    - No legislative action was taken.

- **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.
    - Legislature approved an increase of $3,000,000 for Advanced Opportunities Program (HB222) for an FY2020 total appropriate of $18,000,000.

- **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.

- This appropriation will be discussed under the Business Affairs and Human Resources portion of the agenda as part of the FY2020 Budget Update.

- **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.
  - Legislature approved an additional $7,000,000 of one time funds from the Opportunity Scholarship Program Account (corpus) for Opportunity Scholarship awards (SB1193).

- **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.
  - Legislature approved the transfer of $1,000,000 from the General Fund to the STEM Education Fund for fiscal year 2020 (HB215).

- **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.
  - Legislature approved the appropriation of $1,400,000 in Federal Funds (SB1193).

- **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.

This appropriation will be discussed under the Business Affairs and Human Resources portion of the agenda as part of the FY2020 Budget Update.