

**BOARDWORK
APRIL 16, 2020**

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the February 12-13, 2020 Regular Board meeting, and the March 13, 2020, March 16, 2020, March 23, 2020, and March 30, 2020 Special Board meetings.

3. Rolling Calendar

BOARD ACTION

I move to set April 21-22, 2021 as the date and the University of Idaho as the location for the April 2021 regularly scheduled Board meeting.



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT

STATE BOARD OF EDUCATION MEETING
February 12-13, 2020
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho

A regularly scheduled meeting of the Idaho State Board of Education was held February 12-13, 2020 at Boise State University in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 10:00am (MST).

Present:

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley*

Dr. Linda Clark
Shawn Keough
Sherri Ybarra, State Superintendent

Absent:

Kurt Liebich

*Except where noted

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Wednesday, February 12, 2020

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the agenda as posted, but with PPGA Tab 3 removed. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Vice President Dave Hill requested unanimous consent to remove Planning, Policy and Governmental Affairs Tab 3, an update from the Office of School Safety and Security, from the agenda due to a scheduling conflict. There were no objections.

2. Minutes Review / Approval

BOARD ACTION

M/S (Hill/Atchley): I move to approve the minutes from the December 18, 2019 Regular Board Meeting as submitted. The motion carried 7-0. Mr. Liebich was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Hill/Keough): I move to set June 10, 2020 as the date for the June 2020 regularly scheduled Board meeting as a teleconference originated from the Board of Education office and set February 17-18, 2021 as the date for the February 2021 regularly scheduled Board meeting and Boise as the location. The motion carried 7-0. Mr. Liebich was absent from voting.

Board President Debbie Critchfield stated that, because the December 2019 hybrid meeting was successful, the June 2020 meeting will also be held via teleconference.

4. K-20 Performance Measures

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

Board Member Andy Scoggin stated that the Board is still waiting for some of the data to be available as it pertains to several of the measures. Tracie Bent, Chief Planning and Policy Officer, reminded the Board that the K-20 Performance Measures and Strategic Plan would be discussed during the Work Session, and those items that are currently listed as TBD would be brought before the Board for approval during the second day of the Board Meeting, with one notable exception. The new benchmarks for the Idaho Reading Indicator are pending the spring 2020 administration of the assessment.

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There were no additional questions or comments from the Board.

BOISE STATE UNIVERSITY BOARD OF TRUSTEES

BOISE STATE UNIVERSITY COMMUNITY FORUM

There were 13 participants for the community forum who addressed the Board to share their personal experiences at Boise State University (BSU) and how BSU benefits the local community and economy. Dr. Marlene Tromp, BSU President, welcomed the Board Members to campus and began the forum by introducing the first speaker:

- *Mark Wheeler, Dean of Extended Studies at BSU* – Mr. Wheeler discussed the growth of online education opportunities at BSU in order to meet student needs. He shared that 1 out of 4 courses at BSU is online, and if growth patterns continue it will be 1 out of 3 courses. He also shared that an estimated 13,000 students will take an online course this year, and that 70% of courses offered during the summer will be taken online; as part of a pilot program, BSU has dropped summer tuition for online courses by 20%. Initiatives to increase online course availability are aiding in making education more affordable, accessible, and flexible their students. Mr. Wheeler discussed that BSU is viewing online education as a way to extend their reach, provide more opportunities for rural students, and create partnerships to facilitate research that serves community needs.
- *Sin Ming Loo, Professor of Electrical Engineering at BSU* – Professor Loo discussed his joint appointment with Idaho National Laboratory (INL) and how students and faculty are able to take courses with INL, as well as the importance of cybersecurity education. He shared that he would like to present a “bigger picture” of cybersecurity education at a future Board Meeting.
- *Amy Vecchione, Associate Professor and Department Head, Scholarly Communications and Data at BSU* – Ms. Vecchione discussed the important work happening in the Albertson’s Library MakerLab, which provides an information-rich environment that inspires students to solve problems in their communities using tools such as sewing machines, 3-D printers, and microcutters. She went on to say that the most important piece of equipment is the community of learners that comes together with different ideas and experiences to create information that solves problems.
- *Holly Levin, Assistant Director of BroncoFit Program at BSU* – Ms. Levin discussed the BroncoFit program, which is BSU’s initiative to become America’s healthiest learning environment using the 8 dimensions of well-being: emotional, social, occupational, intellectual, physical, spiritual, financial, and environmental. There are ongoing, campus-wide initiatives that support the program, which is

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housed within the College of Health Sciences, and the program's ultimate goal is to have the BroncoFit philosophy imbedded in campus culture.

- *Lindsey Hartke, Professional Staff Association President at BSU* – Ms. Hartke shared that the Professional Staff Association (PSA) has decided to focus on 3 main goals this year, which they feel represent and support the areas of interest expressed by professional staff colleagues: diversity and inclusion; professional staff compensation packages, multi-year contracts, and self-evaluations; and a more concentrated effort on PSA events on campus and in the community, as well as an increased partnership with school and state leadership.
- *Olivia Thomas and Tyler Chapman, senior students in the Games, Interactive Media and Mobile technology (GIMM) program within the College of Innovation and Design at BSU* – Ms. Thomas shared that the GIM program is dedicated to learning practical skills, such as coding and 3-D modeling, and applying those skills to make people's lives better. Ms. Thomas and Mr. Chapman are part of GIM's development team called "GIMM Works" which works on various innovative projects throughout the year, and shared about one of their most recent projects called "Bronco Beam". "Bronco Beam" is an app that sends a notification to students when there is leftover food after catered events, and aims to reduce food insecurity among students as well as food waste on campus.
- *Brittany Brand, Associate Professor in the Department of Geosciences at BSU and Director of the BSU Hazard and Climate Resilience Consortium* – The goal of the BSU Hazard and Climate Resilience Consortium is to create more resilient communities by educating and preparing people for future events. Ms. Brand shared that by collaborating with faculty, staff and students in the areas of psychology and anthropology, the consortium is able to affect changes in behavior, and, in turn, develop community partnerships in service of building more resilient communities. The foundational project for the consortium is to develop a resiliency strategy for the Treasure Valley, which makes BSU the first university to create a resiliency strategy for a region.
- *Kathleen Keys, Interim Director of the School of the Arts and Associate Dean of the College of Arts and Sciences at BSU* – Ms. Keys and her colleague, Professor Dan Scott, Chair of the Department of Art, Design and Visual Studies, shared the immediate impacts of the new Center for the Visual Arts, which opened its doors on the BSU campus in August 2019. Ms. Keys shared that students are inspired, safe and thriving in the new building, and that, following a visit to the new building in October, National Endowment for the Arts Chairwoman Mary Ann Carter stated that, "Boise State University has now set the standard for visual arts facilities in higher education in the nation."
- *Mat Erpelding, Vice President of Government & Community Relations for the Boise Metro Chamber of Commerce* – The Boise Metro Chamber of commerce believes that BSU is an essential economic engine in the Treasure Valley. Mr. Erpelding shared that as BSU has shifted away from the traditional classroom model, it has increased collaborative work with community partners and further

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prepared students to choose the workforce. Mr. Erpelding ran the BSU Outdoor Program for several years, leaving BSU as a full-time employee in 2009, and he was pleased to share that many former students have gone on to achieve great things within the Boise community; he discussed that in addition to the academic outcomes at BSU, student affairs presents opportunities for students to explore their community, aiding in the retention of Treasure Valley residents and adding value to the economy.

- *Hannah Brown, “True Blue” scholarship recipient studying psychology at BSU* – Ms. Brown shared she initially thought that the financial burden would not make college worth it, and the “True Blue” scholarship made her think otherwise. She did not know what she wanted to study when she was first accepted to BSU, but was able to explore different majors and eventually decided on psychology. She also shared that the scholarship has provided many opportunities that she otherwise would not have had, including a work-study position within the psychology department, and that the counseling and mentorship she has received at BSU have been invaluable.
- *Emilio Amaro, Landscape Foreman within the Campus Facilities department at BSU* – Mr. Amaro has worked for BSU for the past 9 years, and spoke on behalf of the 1,277 classified employees at BSU. He shared that classified employees have worked with administration to improve efficiency and “do more with less”, and that the consensus among classified employees is that BSU is ready to jump to the “next level” in terms of improvements for employee resources and benefits.
- *Kaleb Smith, Associated Students of Boise State University (ASBSU) President* – Mr. Smith gave an overview of current student government projects, sharing that ASBSU: has recently hosted several voter registration events and a mayoral debate in order to encourage students to be more civically involved; provided over \$170,000 to students via the funding board for events, research, travel, and student engagement; and expanded the on-campus food pantry in collaboration with the Idaho Food Pantry Mobile Food Bank.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Progress Report

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

Before elaborating on Boise State University’s Annual Progress Report, BSU President Dr. Marlene Tromp shared how proud she is to be a part of BSU, and how strongly she feels that higher education truly makes an impact on the world. Dr. Tromp began her presentation by discussing BSU’s unique trajectory, with BSU beginning as a community college and becoming a collaborative, innovative research university with faculty and staff dedicated to student success. BSU was named one of the top 50 most innovative universities in the nation. As of October 2019, 26,000 students were enrolled at BSU, and BSU is home to Idaho’s largest graduate school as well as 1/3 of higher education students statewide.

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Impactful research on campus is increasing, and Dr. Tromp discussed that when students participate in research it significantly changes their education experience and has an impact on the Treasure Valley community. Dr. Tromp elaborated on BSU's steady increase of enrollment and graduation rates, and referenced Dean Mark Wheeler's presentation earlier in the morning about online education and non-traditional students. Dr. Tromp then shared about BSU's commitment to rural and under-served students and the development of curriculum methods that are designed around community needs, as well as hybrid delivery methods with faculty traveling to rural communities to teach. Payette, Mountain Home, and McCall, Idaho are pilot communities during the fall 2020 semester, and the goal is to grow the program by three communities each year. Dr. Tromp discussed the increasing importance of cybersecurity education, and shared her belief that Idaho can become a national leader in cybersecurity education programming. She also shared her hope that cybersecurity education can be integrated into the rural education programs.

Finally, Dr. Tromp shared about several areas for which BSU is nationally recognized, which are summarized within the Annual Progress Report as "Game Changers", and BSU's goals moving forward which include: revamping the advising process, developing a new strategic planning process, advancing the research mission to be inclusive of all students, and to further demonstrate that BSU deeply cares for all members of the community.

The Boise State University Annual Progress Report is included in the agenda materials for the February 12-13, 2020 Board Meeting.

Board Member Scoggin left the meeting at 11:44am (MST).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

Prior to beginning discussion of the IRSA agenda items for Boise State University, Board Member and IRSA Committee Chair Dr. Linda Clark introduced TJ Bliss as the new Chief Academic Officer for the Office of the State Board of Education.

1. Boise State University – Communication Management Certificate

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Boise State University to create an online, certificate in Communication Management as presented in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

AND

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M/S (Clark/Atchley): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

There were no questions or comments from the Board.

2. Boise State University – Media Content Management Certificate

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Boise State University to create an online, certificate in Media Content Management as presented in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

AND

M/S (Clark/Hill): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

There were no questions or comments from the Board.

3. Boise State University – Public Health Certificate

BOARD ACTION

M/S (Clark/Atchley): I move to approve the request by Boise State University to create a certificate in Public Health to be offered wholly online. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

AND

M/S (Clark/Atchley): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for students enrolled in the wholly online Certificate in Public Health program. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

There were no questions or comments from the Board.

At 12:00pm (MST) the Board recessed for 1 hour, returning at 1:00pm (MST).

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Public Charter School Commission – Annual Report

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

Jenn Thompson, Director of the Public Charter School Commission (PCSC), began her presentation by giving an overview of the structure of the PCSC. The PCSC consists of 7 commissioners (3 appointed by the Governor, 2 appointed by the President Pro Tempore, and 2 appointed by the Speaker of the House), each serving a 4-year term, and members serve on either the new petition committee or the renewal committee. The PCSC serves 52 schools statewide, many of which are clustered around large areas of population, and this comprises about 19,000 students or 7% of students attending public schools in Idaho. Much of the work the PCSC does is the work of a risk management team, providing risk assessment, risk monitoring, and risk management as it relates to taxpayer dollars and student achievement.

Through its renewal committee, the PCSC is considering revisions to their academic framework in order to ensure alignment between the State Department of Education's accountability standards and the PCSC's performance standards. Upon reevaluation, schools in good standing (who are receiving academic honors) are guaranteed renewal, and schools who are in critical or remediation standing will receive additional help from the PCSC. There is also an option to receive conditional renewal, whether the PCSC will have the opportunity to revisit the school mid-term to ensure growth and progress in their outcomes. Ms. Thompson elaborated that, in terms of maintaining standards, the PCSC's role is to educate and inform, while each school's role is to oversee and enforce. The PCSC utilizes an annual report for each school as a means to hold the commission accountable for communicating with schools and help schools understand how they are performing in terms of the standards they are being held to by the commission.

Alan Reed, Chair of the Public School Charter Commission, reiterated that the goal of the PCSC is to provide an opportunity for students to learn and grow in a unique fashion that parents feel comfortable with, ensuring that education can be taught to the student rather than to the class. Ms. Thompson discussed the resources and support that the State Department of Education provides for the PCSC, recognizing Michelle Clement-Taylor as the School Choice Coordinator and stating that many resources that charter schools need are already provided by the SDE.

Board Member Clark inquired how the establishment of the performance framework has affected the PCSC and the governance of charter schools. Ms. Thompson shared that three schools have requested transfers from their school district authorizer to the PCSC within the last year. She also stated that many districts lack the resources to support their charter schools, and that there has been an increase in the amount of new applications (not renewals or transfers).

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Board Member Atchley shared her interest in the performance framework and inquired whether there are common elements of the framework for all charter schools, or if each school is unique. Ms. Thompson responded that academic growth and college and career readiness are the key standards for all schools, although the way curriculum is delivered varies by school. Additionally, schools have the ability to add a mission-specific standard. Chairman Reed shared that the goal of the performance framework is to make it easier for schools to “direct their own path”, rather than things being mandated from the commission level. He stated that the PCSC wants schools to be at a point where they are able to manage themselves and set their own path toward their accomplishments.

Board Member Clark shared her concerns about the minority population achievement, which is behind other students in Idaho, and said that, academically, charter schools and public schools are comparable, but that charter schools do not reflect the same diversity as public schools. Ms. Thompson stated that there is no preferential enrollment. A new school in its first year has the ability to recruit a diverse student group, but once the school is operational and the sibling preference comes into play, it is more difficult to create diversity. Chairman Reed shared that part of this challenge is the lottery process, and stated that it is important to create awareness of the lottery process for minority families.

Matt Freeman, Executive Director, shared that Idaho recently received a federal grant that will focus on new schools that target under-served populations. Ms. Thompson shared that three schools have recently opened that are geared toward under-served student populations. Board President Critchfield stated that the Board aims to take interest and action in working with the agencies it supports, and that it is important to look for ways to remove barriers and obstacles to serving all students better.

There were no further questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

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

Board Member Sherri Ybarra, State Superintendent of Public Instruction, shared that the major focus during the 2020 Legislative Session has been on the administrative rules, and that her staff have been present at committee hearings to answer questions.

Supt. Ybarra shared an update on the accountability and flexibility of the Every Student Succeeds Act (ESSA) requirements. States are now permitted to use either the ACT or the SAT as their state test for high school students. The choice of assessment must be uniform statewide, and the assessment must be peer-reviewed and aligned to state

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standards. Supt. Ybarra shared that the ACT has already been peer-reviewed (based on other states standards) and that there would be a cost associated with peer-reviewing the SAT. Senator Steven Thayne has proposed a resolution to evaluate testing, and believes that the decision should be made based on what Idaho needs to measure. Districts are able to apply for a testing flexibility waiver, which would require districts to work with the State Superintendent and the State Board of Education to select an alternate test; additionally, students in those districts must continue to take the established test while the district explores alternative options.

Board President Critchfield added that it's impossible to have a conversation about standards without having a conversation about testing, as they are linked. She added that since the Board has not received any alternatives for the standards, they are not in a position to support removal of the standards.

Supt. Ybarra shared the dates of the State Department of Education 2020 Legislative Roadshow, which invites superintendents, charter school administrators, business managers, and other representatives of school districts and public charter schools to hear the latest news pertaining to education and meet with the SDE team. Each event will be from 8:30am-2:30pm:

- Region 1 – Tuesday, April 14th, Coeur d'Alene, Hampton Inn & Suites
- Region 2 – Wednesday, April 15th, Lewiston, Lewis-Clark State College
- Region 4 – Wednesday, April 22nd, Twin Falls, Brickhouse
- Regions 5 & 6 – Thursday, April 23rd, Idaho Falls, Hilton Garden Inn
- Region 3 – Friday, April 24th, Boise, Galaxy Event Center (Meridian)

The SDE will host the Principal's Mentoring Project February 27-28 at the Galaxy Event Center in Meridian, which is geared toward mentorship of new principals in their first year. This event is the only state-sponsored mentorship program for new principals.

The SDE will also host the Annual Idaho Prevention and Support Conference in Sun Valley April 9-10. The conference focuses on innovation, best practices, collective problem solving, and motivation to most effectively address youth risk behaviors.

Supt. Ybarra shared that the SDE recently received the Garrett Lee Smith grant for the amount of \$3.6 million to aid in youth suicide prevention. There will be a pilot program beginning in fall 2020 with the goal to add 10 schools each year, totaling 50 schools over the 5 years of the grant.

Supt. Ybarra shared that the SDE is currently updating their strategic plan, which guides the work of the department. The updated plan will reflect collective priorities, but will retain ongoing goals alongside the new goals that align with Governor Little's "Our Kids, Idaho's Future" taskforce recommendations. A new goal incorporated into the plan is for all children to be reading at grade level by the 3rd grade.

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The SDE is planning a literacy summit to support the state’s reading goal, and the intensive one-day event will focus on early literacy for kindergarten-2nd grade and will feature several speakers and breakout sessions. The event will be held this summer, and any teacher or partner interested in participating is welcome to attend.

There were no further questions or comments from the Board.

Board Member Scoggin rejoined the meeting at 1:48pm (MST).

2. Progress Update on Idaho’s Mastery-based Education Initiative

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

Superintendent Ybarra shared that legislation was approved in 2019 to lift the cap on mastery-based education, and the SDE has been working to support schools who are striving to implement the transition to this initiative through the Idaho Mastery Education Network (IMEN).

Aaron McKinnon, SDE Mastery-Based Education Coordinator, shared that mastery-based education focuses on an education system “where student progress is based on demonstration of mastery of competencies and content, not seat time or the age or grade level of the student”. IMEN now operates in 23% of Idaho’s Local Education Agencies (LEAs) and in 12% of Idaho’s Charter Schools; LEAs are continually working to explore what IMEN goals mean for their schools and districts, and are heavily involved in the various stages of planning, design and implementation. House Bill 110, approved in 2015, established three statutory responsibilities of the SDE as part of Idaho’s mastery-based education initiative: A. Provide ongoing statewide outreach and communications, B. Facilitate and maintain the Idaho Mastery Education Network (IMEN), C. Create a statewide sustainability plan for statewide scaling. Ensure IMEN members also develop plans that include a process to develop rubrics and assessments necessary to determine mastery and award credit.

IMEN is funded with a \$1.4 million ongoing appropriation, with 28% being allocated for levels 1 and 2 for schools undergoing planning and design phases and 72% being allocated for levels 3 and 4 for schools undergoing implementation and sustainability phases. The IMEN framework serves as a guiding resources as interest grows and progress is made, and next steps for the program include developing a foundation and evaluation plan, ongoing outreach and communication, and creating policy flexibility.

Board President Critchfield stated that participating in mastery-based education initiatives is not a requirement, and that there should be a process on the local level prior to districts choosing to adopt a mastery-based education framework. Board Member Scoggin stated that mastery-based education is focused on students mastering

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certain concepts before they move onto the next level, which is a break from the decades-long system of a time-based schedule. Supt. Ybarra discussed that this initiative is a local effort, and that community and school support are needed to move forward. She also shared that there has been some pushback at various stages of development of the program, but that this is part of the process.

There were no additional questions or comments from the Board.

3. Adoption of PRAXIS II Tests, Idaho Cut Scores, and Content Assessment

BOARD ACTION

M/S (Ybarra/Clark): I move to accept the recommendation of the Professional Standards Commission to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

AND

M/S (Ybarra/Hill): I move to amend the State Board-approved Content, Pedagogy and Performance Assessments rubric, to add the requirement of specific endorsement content coursework listed in IDAPA 08.02.02, in addition to a bachelor's degree in a specific content area. The motion carried 7-0. Mr. Liebich was absent from voting.

Idaho Administrative Code requirements for obtaining a standard instructional certificate include demonstration of proficiency on the Board-approved content area assessment, known as the Praxis II. This item includes the Professional Standards Commission (PSC) recommendation on updated cut scores for the Praxis II and an amendment of the content and pedagogy for the performance assessment rubric to ensure that all candidates for certification have completed the required coursework in their chosen content area. Lisa Colon-Durham, Director of Certification and Professional Standards at the SDE, explained that the amendment would allow for a bachelor's degree to be completed in lieu of the Praxis II, but would require a content area certification in addition to the degree regardless of the subject area.

Board Member Atchley shared her concern that these amendments may be putting up unnecessary barriers to certification, and Ms. Colon-Durham explained that candidates are given further flexibility when they are allowed to utilize the Praxis II *or* a bachelor's degree with a content area certification/endorsement. Board Member Clark inquired as to whether this amendment will affect the quality of teachers in Idaho's classrooms or contribute to the teach shortage, and Supt. Ybarra and Ms. Colon-Durham elaborated that language will be added to ensure that candidates' coursework aligns with the

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content area they will be teaching. The goal is to ensure that candidates are prepared to teach efficiently and remain in the classroom.

There were no further questions or comments from the Board.

4. Setting Interim and Long-term Achievement Goals and Literacy Targets
This item was provided in the agenda materials as an information item.

Superintendent Ybarra discussed that the Every Student Succeeds Act (ESSA) plan was drafted between 2016-2017 and was brought to the Board for approval in June 2017 with only one year of data to consider. The plan ensures focus on the “right” goals and it is important to regularly refocus in order to stay on track as new data is available. Supt. Ybarra emphasized that one overall test score merely provides a “snapshot” of progress, and she hopes that moving forward it will be possible to be able to reflect a “motion picture” of the progress that is being made.

Karlynn Laraway, Director of Assessment and Accountability for the State Department of Education, gave an overview of the current ESSA plan, which outlines the current goals for English language arts, math, English language learner growth to proficiency, 4 & 5 year graduation rate, and literacy targets for grades K-3. The K-3 literacy targets were the main focus of Ms. Laraway’s presentation, and she reiterated the need to, with guidance from the Board, establish new targets base on the new Idaho Reading Indicator (IRI) data. Ms. Laraway stated that targets have been recalculated for 2020-2021 in the ESSA plan amendment. The new baseline for the plan will be based on 2019 data.

Board Member Scoggin asked for clarification for the efforts that will be made to reach the new goals, when data shows that the state is not on track with current goals. Ms. Laraway stated that “behind every data point is single student”, and that if educators focus on each student the results will add up. She elaborated that it has been helpful to break down student data analysis into smaller groups in order to see a full picture of student improvement.

Supt. Ybarra stated that, “we may not be reaching our goals, but you need to see where we started”. She mentioned Board Member Liebich’s comment during the December 2019 Board Meeting that Idaho is working with a federal achievement model, which doesn’t always translate to a school level. She went on to say that it is important to refocus and reset goals now that more data is available.

Karen Seay, Director of Federal Programs for the SDE, shared that her staff works with schools through the lens of federal programs, with the focus being on the schools in the bottom 5% and schools who are not achieving a 60% graduation rate. Ms. Seay pointed out that it is important for goals to be achievable and realistic, based on the starting

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point. She also said that in order to support mastery-based education progress, there needs to be time provided for teachers to collaborate and discuss learning and classroom habits, and identify a rubric for growth.

Board Member Clark shared her appreciation for the discussion of growth as it relates to the ESSA goals. ESSA provides greater flexibility for states, and there is now an option to utilize proficiency *and* growth to measure student improvement and achievement. She inquired what the impact will be in terms of schools' standing if they are showing growth but not yet meeting proficiency targets. Supt. Ybarra stated that this matter would be discussed during the Work Session, where the Board will discuss including growth as part of the performance measures, rather than measuring success solely by whether or not students meet proficiency targets.

At 2:40pm (MST) the Board recessed for 10 minutes, returning at 2:50pm.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Every Student Succeeds Act – Consolidated State Plan

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

Board President Critchfield prefaced the item by stating that the discussion of goals would be step one, and there wasn't an expectation that every decision would be made during the discussion. She discussed that the long-term expectation is determine how accountability is defined and applied, and that the Board will continue the discussion over time in order to improve upon what is already in place.

Superintendent Ybarra reminded the Board that while the deadline to submit amendments for federal review and approval has been moved to the first week of March, but that changes can be made at any time. She also stated that it would be beneficial to discuss segments of the plan over the course of the next few Board Meetings, with the goal of submitting amendments during the next legislative session. The current accountability model is 50% proficiency and 50% growth, and Supt. Ybarra believes that the growth percentage should be weighted more heavily to put emphasis on growth rather than proficiency scores.

Board Member Clark shared that, when the plan was first put in place, data was not available to bolster the targets. She stated that every student should be growing whether or not they achieve proficiency, and that the plan amendments should reflect this. Supt. Ybarra reiterated that she supports placing higher emphasis on growth, and suggests weighting growth more heavily and extending timeframe for goal achievements.

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Board Member Atchley agreed that the first component that should be considered is the ratio for growth to proficiency, and Board Member Clark inquired as to whether there were specific ESSA requirements for the ratio. Karlynn Laraway, Director of Assessment and Accountability for the State Department of Education, shared that proficiency is how ESSA defines achievement; the requirement is that plans must have proficiency as a gauge for academic achievement, but states are able to add another academic indicator. Matt Freeman, Executive Director reminded that Board that decisions did not need to be made during the Work Session, and that Board staff can develop appropriate numbers to continue the discussion at a future Board Meeting.

Board Vice President Hill inquired if the ESSA plan is a way for Idaho to measure itself or a way for the Federal Department of Education to measure Idaho. Supt. Ybarra shared that the plan was initially presented as measurements that were set for Idaho, but the Board is now in a position to make adjustments so that the plan is a better measurement for Idaho achievements. Board Vice President Hill stated that the Board should hold themselves accountable for setting goals that are achievable and focus on growth; targets should be set at the state level and then translated to be realistic and achievable for individual districts based on their student demographic. Ms. Laraway stated that schools that are currently under-performing would be the first to have these goals set.

Board Member Clark reminded the group that the ESSA plan began as a federal government requirement for Title I schools in order to measure the results of schools receiving federal funding. Board President Critchfield posed the question of how detailed the Board should be in terms of the actual achievement levels, and suggested that an item that could be confirmed during the Work Session is the timeframe. Ms. Laraway stated that the initial timeframe was set with the mentality of measuring students from grades 3-8, which would yield six years of data. Board Member Keough inquired how the data is skewed when it is not the same group of students being measured for the entire six years, and whether teachers are being provided with the proper resources to meet the goals in six years. Ms. Laraway that data for individual students is available and that the change in student group does have an impact on overall data measurement.

Board Member Clark mentioned that teachers are ultimately the ones who will set goals for individual students, but the Board can be helpful by providing “bands” to allow students are similar achievement levels to be measured in groups. Ms. Laraway stated that there are percentile brackets for proficiency but these brackets do not include growth as a measurement; there needs to be adequate data to analyze growth for each student than solely individual cut scores. Ms. Laraway will bring models of growth weighted against proficiency and examples of achievement “bands” to be discussed at a future Board Meeting.

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There were no further questions or comments from the Board.

B. High School Graduation Requirements

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

The Board did not discuss the high graduation requirements in depth during this meeting. Board President Critchfield encouraged feedback and input on the requirements, and the Board will discuss the requirements during a future Work Session.

Board Vice President Hill voiced his support for providing options for students and not “forcing everyone through one door”; he believes there should be an opportunity for all students, regardless of the pathway or future they are pursuing. Matt Freeman, Executive Director, reminded Board Members that one of the graduation requirements is the completion of a college entrance exam and stated that this will be considered when setting the calendar for future discussions. Board Member Clark agreed with Board Vice President Hill, mentioning that the implementation of alternate routes toward high school graduation is timely since the system has “blurred the lines” between high school and postsecondary education with the option of dual credit courses. Specific areas/pathways for consideration of future high school graduation requirements were provided in the agenda material by Board staff. Additional feedback should be provided to Ms. Bent, the Board’s Chief Planning and Policy Officer.

There were no additional questions or comments from the Board.

C. K-20 Strategic Plan

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

Board Vice President Hill introduced the item by stating that the Board discusses the K-20 Strategic Plan on an annual basis, and that the amended plan would be presented for approval during day 2 of the Board Meeting. Matt Freeman, Executive Director, shared that the typical strategic planning timeline is as follows:

- October Board Meeting – Review performance measures and discuss potential revisions
- February* Board Meeting – Review strategic plan on day 1 and approve strategic plan on day 2
- April Board Meeting – Institutions and agencies bring forward their strategic plans for Board approval

*Historically, the Board has reviewed and approved the strategic plan during the December Board Meeting, but, since the December Board Meeting is now being held via teleconference, the Board will take action on the strategic plan during the February Board Meeting.

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Board Vice President Hill began the discussion by stating that several of the targets, up until now, have not been defined since data was not readily available, and that the Board will need to set targets as a result of the current production data.

Kevin Satterlee, Idaho State University President, emphasized that when targets are set, there needs to be guidance for students to help them understand what the targets are and what the methodology should be to achieve them. Bill Laude, Principal Research Analyst, stated that the Board has decided to move away from a production model in favor of assessing goals for growth based on student performance at each institution.

Cynthia Pemberton, Lewis-Clark State College President, discussed that individualized targets do not lend themselves to integration and collaboration, and asked if the four, four-year institution presidents should have a conversation about their vision for these goals. Board Member Scoggin mentioned the element of a systemized approach and the concept of Outcome-Based Funding (OBF), and inquired whether some or all of the goals that are set should relate to institution outcomes. Mr. Freeman mentioned the population-based goals that are currently in place, and stated that, in terms of funding, the Board may want to explore a model that is more system-wide. The request for credential based production targets was made by the Board at the February 2019 Board meeting and was initiated in part by the recommendations of the Governor's Higher Education Task Force.

Board Member Keough shared that it is important to engage the institution presidents and give them ample time to discuss the implementation of their ideas, even if it means not voting on the framework in the immediate future. Board Vice President Hill reminded the Board that this item was included in the agenda because the Board voted to implement work-groups in service of production targets, and that the institution presidents should work to develop realistic and achievable production targets that can be aggregated as a whole.

Marlene Tromp, Boise State University President, stated that each institution has goals relating to production targets, and that these goals can be developed in a meaningful way with the Board's help. Board President Critchfield stated that what the institutions are being asked to do as been streamlined, and that the Board needs to ensure that the process is not being duplicated as it relates to the ongoing 7-year timeline. Board Vice President Hill shared that the vote to approve the strategic plan on day 2 of the Board Meeting would not include the production targets, and that those targets would be left as "TBD" to be voted on at a future Board Meeting.

Board Member Scoggin shared that he is more concerned with the methodologies than the goals themselves, and shared that it is important that the Board focus on the

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progress being made once the goals are set. Board President Critchfield agreed, and said that in the future the Board should spend more time talking about methodologies for achieving goals.

Mr. Freeman commented on the areas of Attachment 3 that were highlighted to reflect suggested considerations and revisions. Bill Laude, Principal Data Analyst, responded that there was discussion of data elements that could be added to provide more information about how goals could be considered, and that the revisions are qualitative for the sake of adding details.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

M/S (Hill/Scoggin): I move to go into Executive Session pursuant to Section 74-209(1)(c), Idaho Code, “to acquire an interest in real property which is not owned by a public agency”. A roll call vote was taken and the motion passed 7-0. Mr. Liebich was absent from voting.

Board Members entered into Executive Session at 4:26pm (MST).

M/S (Hill/Clark): I move to go out of Executive Session. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Members exited Executive Session at 4:47pm (MST) when they recessed for the evening.

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(c). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

Thursday February 13, 2019, 8:00am (MST), Boise State University, Simplot Ballroom, Boise, Idaho

Board Vice President Dave Hill requested unanimous consent to reorder the agenda, moving the Business Affairs and Human Resources items before the Planning, Policy and Governmental Affairs items. There were no objections.

OPEN FORUM

There were 6 participants for the Open Forum:

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- *Danyelle Davis, President of the Idaho Association for Teachers of Language and Culture (IATLC)* – Ms. Davis spoke in support of House Bill 480, introduced by Representative Jerald Raymond, which supports the Seal of Biliteracy. The Seal of Biliteracy highlights work that language teachers are doing statewide, gives recognition to students, and creates partnerships with parents for English learners.
- *Representative John Gannon* – Rep. Gannon, District 17, addressed the Board regarding the property tax crisis and the impact that the property purchase by Boise State University will have on property taxes for Boise residents.
- *Tamara Hunter* – Ms. Hunter addressed the Board regarding her concern for the increasing property tax rates.
- *Ken Pigeon* – Mr. Pigeon addressed the Board regarding his concern for the increasing property tax rates.
- *Steve Yuam* – Mr. Yuam addressed the Board regarding his concern for the increasing property tax rates.
- *Randy Robbins* – Mr. Robbins addressed the Board regarding his concern for the increasing property tax rates.

CONSENT

BOARD ACTION

M/S (Hill/Clark): I moved to approve the consent agenda. The motion carried 7-0. Mr. Liebich was absent from voting.

BAHR

Section II – Finance

1. Boise State University/Idaho State University - Purchasing Policy Revisions

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Boise State University to revise its purchasing policy as submitted in Attachment 1, to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the University to implement the revised purchasing policy effective February 14, 2020. The motion carried 7-0. Mr. Liebich was absent from voting.

AND

BOARD ACTION

M/S (Hill/Clark): I moved to approve the request by Idaho State University's proposed revised purchasing policy as submitted in Attachment 2, to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the University to implement the revised purchasing policy effective February 14, 2020. The motion carried 7-0. Mr. Liebich was absent from voting.

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2. Boise State University – Security Services Contract

BOARD ACTION

M/S (Hill/Clark): I move to approve Boise State University’s request to proceed with a contract for security services with MAV Event Services as outlined herein. The motion carried 7-0. Mr. Liebich was absent from voting.

3. University of Idaho – Capital Project Construction and Financing Phases – NLine Turbine Project

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by the University of Idaho for construction and short term financing of the proposed Energy Micro-turbines, for a total cost of \$3,300,000 as described in the materials presented to the Board. Approval included the authority for the Vice President for Finance and Administration to execute all necessary and requisite contracts to implement the project and the project financing. The motion carried 7-0. Mr. Liebich was absent from voting.

4. University of Idaho – Designated Depository Contract with Wells Fargo

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by University of Idaho for continuing its banking services relationship with Wells Fargo Bank, N.A. The motion carried 7-0. Mr. Liebich was absent from voting.

5. University of Idaho – Ground Lease to SBA Towers X, LLC

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by the University of Idaho to enter into the proposed lease agreement in substantial conformance to Attachment 1 as presented to the Board, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all documents related to and necessary for execution and fulfillment of the lease. The motion carried 7-0. Mr. Liebich was absent from voting.

IRSA

6. Council on Academic Affairs and Programs (CAAP) By-Laws

BOARD ACTION

M/S (Hill/Clark): I move to approve the proposed bylaws for the Council on

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Academic Affairs and Programs. The motion carried 7-0. Mr. Liebich was absent from voting.

7. Graduate Medical Education (GME) Committee Appointment

BOARD ACTION

M/S (Hill/Clark): I move to approve the appointment of Dr. Barton Hill to the Graduate Medical Education Committee to replace Dr. Mark Roberts, as a representative of Family Medicine Residency in Idaho, effective immediately to complete a two (2) year term, expiring on June 30, 2020. The motion carried 7-0. Mr. Liebich was absent from voting.

PPGA

8. Institution President Approved Alcohol Permits

BOARD ACTION

M/S (Hill/Clark): I move to accept the report on institution president approved alcohol permits as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

9. Data Management Council Appointment

BOARD ACTION

M/S (Hill/Clark): I move to approve the appointment of Dr. Marcia Grabow to the Data Management Council as a representative of a school district for a term commencing March 1, 2020 and ending June 30, 2021. The motion carried 7-0. Mr. Liebich was absent from voting.

10. Indian Education Committee Appointment

BOARD ACTION

M/S (Hill/Clark): I move to appoint Mr. Jesse LaSarte, representing the Coeur d’Alene Tribe to the Indian Education Committee effective immediately and expiring June 30, 2021. The motion carried 7-0. Mr. Liebich was absent from voting.

11. Idaho State University – Facility Naming – Alumni Center

BOARD ACTION

M/S (Hill/Clark): I move to waive the application Board Policy I.K and to approve the request by Idaho State University to name the future Alumni Center the “Idaho Central Credit Union Bengal Alumni Center.” The motion carried 7-0. Mr. Liebich was absent from voting.

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12. Public Postsecondary Peer Institutions

BOARD ACTION

M/S (Hill/Clark): I move to approve the list of peers proposed by BSU, ISU, UI, and LCSC for use in assessing instructional and institutional performance as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

13. Updated State Definition – Persistently Dangerous Schools

BOARD ACTION

M/S (Hill/Clark): I move to approve the definition of persistently unsafe schools as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

SDE

14. Boise State University – Proposed Certification Program Elementary and Secondary Education

BOARD ACTION

M/S (Hill/Clark): I move to accept the Professional Standards Commission recommendation to conditionally approve the Master in Teaching Secondary Education program offered through Boise State University, as submitted in Attachment 2. The motion carried 7-0. Mr. Liebich was absent from voting.

15. Emergency Provisional Certification

BOARD ACTION

M/S (Hill/Clark): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Elena Hutchinson, Natasha Luker, Layci Adcock, Skye Hetherington, Jessica Kerns, Michele Loftis, Ambur Miller, Jenna DeKruyf, Alexis Doxey, Kirsten Bame, Carie Brackenbury, Kristina Craner, Heather Gibby, Kimberly Koepnick, Cassandra Smouse, Bryce Salmon, Amanda Stewart, Teresa Stewart, Bryce Frandsen, Rachelle Gilbert, Taylor Gee, Mary Charley, Chelsey Ricaldi, Justin Haag, Andrew Bailey, James Broyles, Amy Christean, Sally Elliott, Adeo Christensen, Matthew Coleman, Carey Farnsworth, Kelly Dahl, Kirstin Wert, Derek Bates and Mindy Stewart to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year. The motion carried 7-0. Mr. Liebich was absent from voting.

There were no questions or comments from the Board.

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BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. Boise State University – Property Purchase

BOARD ACTION

M/S (Atchley/Clark): I move to approve the request by Boise State University to purchase the property located at 960 Broadway Avenue, Boise, for an amount not to exceed \$22.5 million, subject to bond financing approval; to authorize Vice President and Chief Financial Officer to execute all necessary documents to complete the purchase as outlined herein, to authorize the assumption of the existing non-university tenant leases, and to find that this acquisition is necessary to the ordinary operation of BSU. The motion carried 7-0. Mr. Liebich was absent from voting.

Todd Kilburn, Chief Financial Officer, introduced the item and shared that it is a request from Boise State University to purchase a space at 960 Broadway Avenue in Boise that they are currently leasing. Mark Heil, Vice President and Chief Financial Officer at BSU, elaborated that the building is a 90,000 square-foot facility build in the mid-1980's, and that BSU currently occupies 25% of the space. The intention is that the building will become an administrative hub for BSU and free up space in the middle of campus for other academic programs and activities. Mr. Heil also shared that the facility will be cash flow-positive, with the excess being placed into a maintenance reserve. Board Member Clark inquired what the cost would be if BSU were to build a comparable facility to accommodate anticipated growth, and Mr. Heil shared that duplicating the facility would be a \$35 million dollar expense.

Board President Critchfield prompted Mr. Heil to comment on the concerns brought to the Board's attention during the Open Forum regarding property tax burdens. Mr. Heil shared that he has been a Boise resident for the past 26 years and has also been affected by the property tax challenges. He believes that the challenges are more in relation to the increase in real estate prices than to the purchase of private property. BSU is experiencing a need to accommodate an increase in in-person students, in addition to the increase of online students, and the close proximity of the new building will help to alleviate this. Board President Critchfield added that the property purchase is within the legal bounds of what BSU is able to do, that BSU is not seeking to change how things are taxed, and that the goal of the purchase is to provide more access to facilities on campus for students.

There were no additional questions or comments from the Board.

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

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BOARD ACTION

M/S (Atchley/Hill): Finding the proposed project to be necessary for the proper operation of the institution and economically feasible, I move to approve a Supplemental Resolution for the Series 2020A and 2020B Bonds, the title of which is as follows:

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project and Refunding Bonds, in one or more series, of Boise State University; setting forth certain requirements of the terms of sale and such bonds; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$56,730,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

A roll call vote was taken and the motion carried 7-0. Mr. Liebich was absent from voting.

Todd Kilburn, Chief Financial Officer discussed that the bonds in question are necessary to purchase the Broadway property. Mark Heil, Vice President and Chief Financial Officer at BSU stated that the bonds will be used to finance the purchase of the Broadway building and to re-fund three bonds from past years. Board Member Atchley inquired whether there would be any changes to the current bonds, and Mr. Heil stated that the re-funding mechanism would leave the bond limit neutral, replacing the existing bonds and matching the maturities.

There were no additional questions or comments from the Board.

3. Idaho State University – Capital Project Bidding and Construction Phases – EAMES Phase III

BOARD ACTION

M/S (Atchley/Hill): I move to approve the request from Idaho State University for bidding and construction for the EAMES Phase III renovation as described herein and to authorize the Vice President for Finance and Business Affairs to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$3,000,000. The motion carried 7-0. Mr. Liebich was absent from voting.

Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University, introduced the item and shared that the Board has approved Phase I and Phase II of

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the EAMES project at prior Board Meetings. Phase III would allow ISU to move on-site power and diesel programming to a new facility and expand the program using federal grant funding from the EDA, which will provide approximately 75% of the funding. There were no questions or comments from the Board.

4. Idaho State University – Bengal Pharmacy Transition

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

Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University, shared that when the Bengal Pharmacy was initially implemented, an LLC was formed where the sole member was the foundation. Bringing the Bengal Pharmacy back into the university will better align the pharmacy with educational efforts and allow for more streamlined management of the program.

There were no questions or comments from the Board.

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

BOARD ACTION M/S (Atchley/Hill): Finding the proposed project to be necessary for the proper operation of the institution and economically feasible, I move to approve a Supplemental Resolution for the Series 2020A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of General Revenue and Refunding Bonds, Series 2020A; Delegating Authority to Approve the Terms and Provisions of the Bonds and the Principal Amount of the Bonds up to \$65,000,000; Authorizing the Execution and Delivery of a Bond Purchase Agreement upon Sale of the Bonds, and Providing for Other Matters Relating to the Authorization, Issuance, Sale and Payment of the Bonds.

A roll call vote was taken and the motion carried 7-0. Mr. Liebich was absent from voting.

Brian Foisy, Vice President for Finance and Administration at the University of Idaho, discussed that the UI intends to utilize new revenue bonds to re-fund existing revenue bonds at lower interest rates to construct the new Idaho Central Credit Union Arena. The anticipated results are \$4.3 million in savings over the remaining years of the bonds.

Board Member Scoggin inquired that this proposal is in alignment with what has been previously presented to the Board, and Mr. Foisy confirmed that it

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is in alignment with the information presented during the April 2019 Board Meeting. Board President Critchfield emphasized that it is important to discuss that these projects are different from tuition funds; Mr. Foisy discussed that there are no student tuition dollars or state appropriations that will go toward this project, and this project has no impact on the institution's operating budget.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

~~3. Office of School Safety and Security – Update~~

Board Member Hill requested unanimous consent on Day 1 of the Board Meeting to remove this item from the agenda due to scheduling conflicts. There were no objections.

4. STEM Action Center – STEM School Designation

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by the STEM Action Center Board to designate North Idaho STEM Charter Academy in Rathdrum and Southside Elementary in Lake Pend Oreille School District #84 as Designated STEM Schools for 2020-2024. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Member Hill serves as the Chair of STEM Action Center Board, and discussed that the STEM Action Center has a process to evaluate schools who pose themselves for STEM school designation.

There were no additional questions or comments from the Board.

5. Division of Career Technical Education

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

Clay Long, Idaho Career-Technical Education (CTE) Administrator, presented the Perkins V State Plan alongside James Barrett-Spencer, CTE Federal Oversight Compliance Coordinator, and Heather Luchte, CTE Director of Performance Management. Mr. Long gave an overview of Perkins V, discussing the comprehensive needs assessment that each district must complete every two years which evaluates schools on the follow components:

- Student Performance
- Size, Scope, and Quality
- Industry and Occupational Alignment
- Program of Study Implementation

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- Recruitment, Retention and Training for CTE Personnel
- Equal Access

Mr. Long stated that CTE has worked to receive and collect input from stakeholders on the new plan document, and that that process would continue throughout the 30-day public comment period beginning February 14, 2020. CTE will continue to make revisions before bringing the document before the Board for approval.

Board Member Clark inquired whether school districts would be involved in the conversation during the public comment period; Mr. Long confirmed that they would have the opportunity to participate and that there has been discussion of communicating the “why” behind the revisions and how the funds should be used for the sake of CTE projects within schools.

Board Member Clark inquired if there are CTE pathway projects within rural school districts. Ms. Luchte shared that 44% of schools in rural districts offer CTE pathways. Board Vice President Hill shared that he has heard concern that federal funding can only be applied to CTE pathway programs, which contain a capstone project and a measurable outcome, and that many rural schools who lack the resources to offer full pathways depend on “cluster” programs. Mr. Barrett-Spencer shared that some states do not include state funding for CTE and rely solely on Perkins V funding; if a school does not have a pathway program, they are not eligible to receive Perkins V funding. Board Vice President Hill shared his concern that this can be discriminatory toward rural schools are not able to provide pathways. Mr. Long stated that CTE strives to ensure that the matrix being used to support programs works in unison with school needs, and that the comprehensive needs assessment aids in program development.

Board President Critchfield inquired as to what the initial reaction has been to the Perkins V plan; Mr. Long shared that it has not yet been submitted for public comment, but he anticipates that the feedback will be favorable.

There were no additional questions or comments from the Board.

6. Career Technical Education Work Group Report

BOARD ACTION

M/S (Hill/Clark): I move to adopt the recommendations of the Career Technical Education Work Group as provided in Attachment 1. Individual implementation of any recommendation will be brought back to the Board for final approval. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Member Clark introduced the item and began by expressing thanks to the 14 individuals who represented constituencies within CTE that served on the work group from July-December 2019. She discussed that the work group recommendations focus

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on several long-term recommendations as well as several short term actions that can be taken. An important recommendation in regard to the Board's oversight of CTE is for the implementation of a CTE advisory council, which would advise the Board and work under the Planning, Policy and Governmental Affairs committee. The work group report includes recommendations for who should serve on this council.

The report also recommended that there should be an increased partnership between the Board and the Workforce Development Council (WDC). A major issue that came up in the work group is the need for to expand the apprenticeship program, and the Board recommendation is to work with the WDC to accomplish this.

Board Member Clark discussed several other items that were brought up during the CTE Work Group meetings, including: issues with hybrid program delivery and access in rural communities, a long-term need for recognizing those who have worked in the private sector and are not eligible to be placed on the career ladder, communication strategies for CTE program opportunities that are available in schools, and transparency in regard to how dual credits are earned and transferred to a post-secondary institution following the completion of a high school course.

Board Vice President Hill shared that the work group was established because CTE is becoming increasingly integrated into the educational framework. The work group is solely advisory, and CTE will bring applied use of recommendations to the Board for approval in the future.

Tracie Bent, Chief Planning and Policy Officer, stated that, in relation to how dual credits are earned and transferred after completion of a high school course, while technical competency credits and exams are unique to each institution. If a student goes to a different institution, the articulation agreement with the original institution would no longer apply. Board Member Clark stated that postsecondary institutions are trying to strategize how to integrate students into a CTE program who already have prior coursework.

There were no additional questions or comments from the Board.

7. Our Kids, Idaho's Future – Task Force Recommendations

BOARD ACTION

M/S (Hill/Scoggin): I move to adopt the Governor's Our Kids, Idaho's Future Task Force recommendations as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

Board President Critchfield stated that Governor Brad Little has incorporated several priorities identified by the taskforce and incorporated them into his FY2021 budget

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recommendations. She also stated that the Board has not publicly endorsed the taskforce's recommendations, and that doing so would be a sign of support.

There were no additional questions or comments from the Board.

8. Legislative Update

BOARD ACTION

M/S (Hill/Clark): I move the Board oppose any further legislation that limits local control for levies, bonds or school calendars. *This motion was withdrawn.*

M/S (Hill/Scoggin): I move the Board opposes any additional restrictions to current statutory framework for local control on levies, bonds, or school calendars during the 2020 legislative session. The motion carried 7-0. Mr. Liebich was absent from voting.

AND

M/S (Hill/Scoggin): I move that the Board supports the Governor's initiatives and priority for teacher pay and career ladder build out. The motion carried 7-0. Mr. Liebich was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, introduced the item and provided an update on the education-related legislation introduced during the 2020 Legislative Session. Ms. Bent shared that since the Board Meeting agenda was finalized, several of the items listed in the attachments have changed and new bills have been introduced and moved forward.

Senate Bill 1235, regarding the loan repayment program, and Senate Bill 1236, regarding educational interpreters, have passed the House and are awaiting action from the Governor. Senate Bill 1248, regarding seed certification, has passed the Senate Agricultural Affairs Committee with a do-pass recommendation and is on the third reading calendar in the Senate; it will be referred to the House if it passes the Senate.

Ms. Bent shared that all pending rule dockets and omnibus rule dockets have now been heard and acted upon by both the House Education Committee and the Senate Education Committee, with the exception of docket 08-0203-1903, which is still pending in the House Education Committee. The House has accepted the omnibus docket containing the exceptions to the content standards, the educator preparation standards, high school graduation math requirements, and the review of the educator preparation programs. On the first day of the February Board Meeting, February 12, 2020, the Senate Education Committee heard the same docket and accepted it in its entirety with no exceptions.

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Two areas that have been brought forward to the Board include a proposed senate bill for the Idaho Promise Mentor Program, which was heard in the Senate Education Committee is now Senate Bill 1324. The Idaho Charter School Network's request for legislation to establish a timeline and process for charter schools that are experiencing financial difficulties was scheduled for a hearing on February 13, 2020. Ms. Bent also pointed out that there is an increased number of legislative items this year which affect bonds, levies, and property taxes, which, in turn, affect public schools as well as postsecondary institutions. These items also affect the timeframe for which districts are able to bring failed levies back before the public. Supt. Ybarra shared that the State Department of Education is concerned about the elimination of March and August levy elections, and that several superintendents have contacted her to voice their opposition to these items.

Ms. Bent also discussed Senate Bill 1326, which refers to a loan repayment program for teachers working in rural areas or in districts with high populations of low-income students, and Senate Bill 1278, which allows for a reimbursement to school districts that offer driver's training programs to their students that is out of funds collected when Idaho residents apply for their driver's license.

A list of the legislation discussed during the Legislative Update can be found in the agenda materials for the February 12-13, 2020 Board Meeting.

Prior to going to motion, following presentation and discussion of the item, the Board recessed at 10:11am (MST) for 20 minutes, returning at 10:31am.

9. K-20 to Career State Longitudinal Data System – Update

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

Cathleen McHugh, Chief Research Officer, Andy Mehl, Education Analytics System Program Manager, and Chris Campbell, Chief Technology Officer for the State Department of Education, provided an update on the State Longitudinal Data System (SLDS). Ms. McHugh explained that the SLDS is currently used to support Apply Idaho, Direct Admissions, grant reporting, Go On analysis, reports provided to the Board and the legislature, and various data requests received throughout the year. She also shared that her team's current priority is ensuring that the Education ID (EDUID) system, which provides a unique identifier to track students through their K-12 and post-secondary careers, is operating smoothly. Ms. McHugh's team is also utilizing Apply Idaho as a means to match students with their EDUID upon application, rather than asking institutions to match students with their EDUID once they have been admitted.

Ms. McHugh discussed that it is important for institutions to understand what data is needed for each variable within the Post-secondary Measures of Academic Progress

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(PMAP), and that the expectations should be uniform for all institutions. Additionally, their team's goal is to incorporate variables into PMAP that ensure that data sets are consistent across the board. Ms. McHugh also discussed the element of transparency in data management. Her team is also working on mapping various data sources, and hope to increase efficiency in conveying the need for data and the process for data acquisition and use. Mr. Campbell echoed Ms. McHugh's comments. He shared that there is a new tool available that has improved data quality and increased the transparency of data within the system. The main goal for the tool is to allow districts to have a visual representation of the data that is presented, as well as a better understanding of the representation of enrollment information. Mr. Campbell also reiterated Ms. McHugh's discussion of the EDUID tool, sharing that it can be used to run an algorithm each time a new EDUID is generated to search for duplicates or other possible enrollment history. The SDE is continually meeting with staff in the Office of the State Board of Education to continue to develop the EDUID tool and make the information more streamlined.

Board Member Clark referenced a federal grant that was previously received via the Department of Labor that allowed for student data to be tracked as they enter the workforce, Mr. Mehl confirmed that the grant allowed for this development. Board Member Clark also inquired as to whether there is a single data system for the State of Idaho. Mr. Mehl responded that while there is not a single data system, there are linkages in place that provide the ability to follow students throughout the K-20 system and into the workforce.

Board Vice President Hill stated that the Board's concern is ensuring that the reports that are generated and provided to the Board are of the highest quality and integrity, with limited uncertainty, to allow for accurate and well-informed decision making. Ms. McHugh stated that there are improvements that can be made, and that much of her work involves statistical analysis to determine if there are issues in data reporting or if data is used for other purposes than what it was initially collected for. Board Member Clark inquired as to what is needed to complete the SLDS so that data processing, acquisition and use are uniform. Ms. McHugh responded that her team is focusing on using staff more efficiently and communicating better. Mr. Campbell agreed, and stated that there are variances in the data depending on the needed use, and that the process allows the provision of data to be aligned to each request.

Board Member Clark stated that the Board's decisions are only as good as the data that the decisions are based off of, and that quality is of the utmost importance. Supt. Ybarra added that it is important to remember that districts are continually updating data, and that there are protocols in place that guide districts as they collect and report data. Board President Critchfield suggested that Ms. McHugh and Mr. Campbell work through the PPGA to better understand those protocols, and come back to the Board with recommendations on how they can be improved.

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Ms. McHugh added that if she receives a request for K-12 data, she immediately sends it to Mr. Campbell or Kelly Everitt, Communications Specialist for the State Department of Education, to ensure that that data is protected.

There were no additional questions or comments from the Board.

10. K-20 Strategic Plan

BOARD ACTION

M/S (Hill/Atchley): I move to approve the 2021-2026 K-20 Education Strategic Plan as amended. The motion carried 7-0. Mr. Liebich was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, gave a brief overview of the Board's discussion the previous day and summarized the proposed amendments:

- Goal 2 (Educational Readiness) – Add the words, “by assuring they are ready to learn at the next educational level”
- Goal 2 (Educational Readiness), Objective A, Performance Measure 2 – Addition of measures which were provided by the State Department of Education following the availability of data; this measure will be brought back to the Board for further amendment following the receipt of the spring Idaho Reading Indicator (IRI) scoring data
- Goal 3 (Educational Attainment) – Based on Board discussion during 2/12 Work Session, this item will remain listed as a “TBD” as the Board works with institutions to set realistic and achievable goals.
- Goal 4 (Workforce Readiness), Objective A, Performance Measure 3 – “Ratio” was changed to “Percent” for the comparison of STEM to non-STEM baccalaureate degrees

There were no additional questions or comments from the Board.

The consolidated K-20 Strategic Plan is included in the attachments for the February 12-13, 2020 Board Meeting.

11. Presidents' Council Update

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

All 8 presidents of Idaho's public higher education institutions presented an update on the work being done within the President's Leadership Council (PLC). Kevin Satterlee, Idaho State University President, began the presentation by sharing that the PLC is operating with a cooperative spirit that will move higher education in Idaho forward. Each president gave an update on the major themes that the PLC has been working to address during their meetings:

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Jeff Fox, College of Southern Idaho President, discussed the PLC's work on Board Policy III.Z. He reminded the Board that this policy defines regional missions for the state's 4-year institutions, and that the PLC hopes to enhance collaborative opportunities. The PLC is working with the Council on Academic Affairs and Programs to edit the language of the policy in order to better serve this vision.

Scott Green, University of Idaho President, discussed the statewide cybersecurity education program, which is a pilot program to deliver coordinated educational offerings for cybersecurity training. He shared that the PLC determined that this was determined as a priority in October 2019, and that the PLC has been working to identify partners and key stakeholders, including the Idaho National Laboratory. The Council on Academic Affairs and Programs has prepared a preliminary report for current and future opportunities for cybersecurity education, and a representative has been identified from each institution to drive the initiative. President Green also stated that Governor Little has included \$1 million for cybersecurity education in his budget recommendations.

President Satterlee discussed how higher education institutions can leverage the dual credit/dual enrollment program. The PLC wants to strategically utilize dual enrollment in order to attract students, accelerate the progress toward a degree, and decrease the overall cost of higher education for Idaho students. Rick Aman, College of Eastern Idaho President, elaborated that the goal is to make students aware of dual enrollment opportunities as early as 6th grade and eventually have students transferring from 2-year institutions to 4-year institutions essentially debt-free. President Satterlee stated that the PLC is working with the State Department of Education to further these goals.

President Green shared that the PLC would also like to support increased research collaboration between institutions, and build on the research partnerships that Boise State University, Idaho State University, and the University of Idaho already have in place.

Matt Freeman, Executive Director, discussed the Huron recommendations and the workforce optimization efforts. He shared that Governor Little was present at the last PLC meeting in late January 2020 to discuss work on the higher education funding model and the Huron report recommendations. The discussion centered around moving the Workforce Optimization and Purchasing-ERP Planning work-groups into the BAHF committee and moving the System Academic Collaboration work-group into the IRSA committee and CAAP. In further discussion with the Board, Board President Critchfield has asked Board Vice President Hill, Board Member Clark, and Board Member Scoggin to lead a work-group with the 4-year institution presents and the CFOs to work on a funding model in order to move forward with the new framework.

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Marlene Tromp, Boise State University President, discussed the institutions' role in advocacy for higher education. She shared that the PLC's goal is to build on their efforts to increase collaboration between institutions in order to advocate for several themes of education that have already been identified of value. President Tromp discussed that degrees lend themselves to higher financial earnings and those who earn degrees are more likely to spend time with their families and give back to their communities, and that the PLC plans to focus on in-demand fields while developing a plan for how to streamline communication moving forward.

President Satterlee also discussed the formation of the Higher Education Funding Model work-group, which will explore how higher education is funded and consider contributing to the cost. The goal for this work-group is to work directly with staff from Governor Little's office and create a report with recommendations by July.

Following the overview of the priorities that the PLC has been focusing on, each president discussed how their institution is approaching the institution FY2020 1% rescission and the FY2021 2% base reduction:

President Satterlee shared that Idaho State University has address the FY2020 1% rescission by means of a cut in employee and hiring expenses totaling about \$850,000, and he elaborated that this involved deciding not to fill positions as they became open. For the FY2021 2% base reduction, President Satterlee shared that ISU is seeking areas to cut without affecting the student experience, and is working to bring the campus together to generate ideas for budget reduction.

President Tromp shared that Boise State University's 1% rescission totaled about \$1.05 million, which was achieved by reducing the reappropriated carry-forward that is distributed to each college on an annual basis, and the 2% reduction brings their base budget to \$2.1 million. BSU is reducing costs by not filling vacant positions, reducing travel, increased teaching loads in some cases in order to reduce reliance on adjunct faculty, and reducing funding for the library, the Council on Economic Education, and to Boise State Public Radio. President Tromp shared that these were somewhat painful cuts to make, but that BSU chose these areas because they each have higher opportunities for philanthropic donations.

President Fox discussed that the College of Southern Idaho is currently reviewing all open positions to determine if they need to be rehired and examining other areas that can be reduced such as travel budgets. He emphasized that CSI is doing their best to make sure that the cuts are not harming the student experience.

Cynthia Pemberton, Lewis-Clark State College President, discussed that LCSC is managing the cuts by means of vacant positions. The reduction was planned for in the case that enrollment did not stabilize and built into institution processes, and LCSC is

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absorbing the rescission through reductions in program funding and by seeking suggestions from the campus community for further reductions.

President Green shared that the University of Idaho has adopted a \$14 million budget reduction plan, and are holding ongoing meetings with the Deans and Finance Vice Presidents each month. He shared that the UI has implemented an voluntary furlough program, which has saved approximately \$275,000 to date.

Bert Glandon, College of Western Idaho President, discussed the 5% holdback for the budget in FY2019 that made the 1% rescission in FY2020 more manageable. CWI is achieving salary savings with vacant positions and has renegotiated leases resulting in cost savings.

President Aman shared that the College of Eastern Idaho is in a unique situation as a new institution, and is addressing the 1% rescission by means of salary savings. CEI is focusing on not hiring new full-time faculty, increasing enrollment, and filling in as needed with adjuncts to adjust to anticipated growth.

Rick MacLennan, North Idaho College President, is approaching the cuts by means of a three-year budget reduction plan, utilizing a soft position freeze, reevaluation of all positions, and an early retirement option as methods for the primary 1% rescission.

There were no additional questions or comments from the Board.

Board Vice President Hill requested unanimous consent to rearrange the agenda, moving Planning, Policy and Governmental Affairs item #14 before item #12 due to scheduling conflicts. There were no objections.

14. Idaho Association for the Education of Young Children – Preschool Development Grant

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

Beth Oppenheimer, Executive Director for the Idaho Association for the Education of Young Children (IAEYC), shared that the IAEYC works to develop programs for the growth, development and education for young children. The IAEYC recently received a preschool development grant called “Birth to Five”, and was awarded \$3.3 million. The purpose of the grant is to fund states who are conducting needs assessments and enhance parental choice and knowledge in relation to early childhood education. The IAEYC will utilize the grant to conduct a statewide needs assessment, create a statewide plan to support collaboration and coordination among existing early childhood education programs, and seek opportunities to utilize existing state, federal, and local resources to improve transitions between early childhood education programs and school systems.

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The “Birth to Five” grant has a one year timeline, and all activities must be completed by December 31, 2020. Ms. Oppenheimer shared that the IAEYC hopes to partner with local resources to highlight the best practices in early learning and improve the quality of early childhood education programs in Idaho. Board Member Atchley inquired, in regard to the efforts to improve upon existing programs, if there will also be efforts directed toward rural communities who are more in need of new programs rather than existing programs. Ms. Oppenheimer shared that a significant portion of the grant activities will revolve around assessing where the “gaps” in opportunity lie, and then factoring those “gaps” into the strategic plan; additionally, the second component is the opportunity to implement changes that are drafted in the strategic plan.

There were no additional questions or comments from the Board.

At 12:24pm (MST) the Board recessed for 53 minutes, returning at 1:17pm.

Board Member Atchley left the meeting at 12:24pm (MST).

12. Board Policy – I.J. Use of Institutional Facilities – First Reading

BOARD ACTION

M/S (Hill/Keough): I move to approve first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Kevin Satterlee, Idaho State University President, stated that the updated policy, following revisions by the President’s Leadership Council, will delegate the approval of alcohol permits to the institution president and does not require an updated Board approval on an annual basis or monthly basis. The policy provides service for alcohol at special events, within special timeframes, in the presence of food and non-alcoholic beverages. In terms of tailgating, alcohol may be sold, but not in designated tailgating areas. The only issue that has been raised is the small chance that an event takes place on campus that does not require an event or invitation, and the President’s Leadership Council will make a revision to include this occurrence at their next meeting, between the first and second reading of the policy.

There were no additional questions or comments from the Board.

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13. Board Policy – By-laws – Second Reading

BOARD ACTION

M/S (Hill/Keough): I move to approve the second reading of Board policy – Bylaws as submitted in Attachment 1. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Tracie Bent, Chief Planning and Policy Officer, introduced the item and stated that there were no revisions between the first and second reading of this policy. The amendments make technical corrections, officially change the title of the “President’s Council” to the “President’s Leadership Council”, and shifts the reporting of the President’s Leadership Council from being a working group of the Planning, Policy and Governmental Affairs committee to reporting directly to the Board. It also removes the Athletics Committee and the Agency Heads Committee from the policy.

There were no questions or comments from the Board.

15. Temporary Rule – 2020-2021 Omnibus Rule Making

BOARD ACTION

M/S (Hill/Scoggin): I move pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of these rules is appropriate to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens.

These rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws.

The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

The Governor has also found that the fee(s) or charge(s) being imposed or increased is/are justified and necessary to avoid immediate danger to the agency/department/board/commission’s budget, to the state budget, to necessary state functions and services, and to avoid immediate danger of a potential violation of Idaho’s constitutional requirement that it balance its budget.

Therefore, we are adopting these temporary rules to be effective upon sine die of the 2020 session of the Idaho Legislature. The approval is conditional and will only become effective if the rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure

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Act, including sections 67-5291 and 67-5292, Idaho Code. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Tracie Bent, Chief Planning and Policy Officer, introduced the item by stating that this is an unusual action. The Governor’s Office, through the Division of Financial Management, requested that all executive agencies go through the process of considering a temporary rule prior to February 21, 2020. The rule is contingent on the legislature not extending the codified rules that expire on June 30, 2020, and serves as preemptive action anticipating that the codified rules will not be extended.

Board President Critchfield inquired whether circumstances would change depending on the legislative action that takes place, and asked whether the Board would need to remove the omnibus rule if the codified rules are extended. Ms. Bent shared that the motion contains language that has contingency on legislative action, and no action will need to be taken if the circumstances requiring the temporary rule were to change.

There were no additional questions or comments from the Board.

AUDIT

1. Financial Ratios

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

Board Member Scoggin introduced the item and stated that the financial ratios are an overview of measures used to gauge financial health within the institutions. Todd Kilburn, Chief Financial Officer, stated that this item is normally brought before the Board in December, but has been moved to February since the December meeting was condensed and conducted via teleconference.

Mr. Kilburn gave a brief overview of the four ratios that comprise the Composite Financial Index (CFI) that is used to measure an institution’s financial health:

- Primary reserve ratio – Sufficiency of resources and their flexibility
- Viability ratio – Capacity to repay total debt through reserves
- Return on net position ratio – Whether the institution is better off financially this year than last year
- Net operating revenues ratio – Whether an institution is living within available resources

Mr. Kilburn elaborated that an institution’s CFI includes affiliated entities, such as foundations, and that a CFI is intended to be a “snapshot” of an institution’s current financial health rather than a representation of the institution’s strategy or mission-driven visions. Board Member Scoggin shared that the Audit Committee reviews each institution’s CFI each time they meet.

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The most recent CFIs for each of the four-year institutions are included within the attachments for the February 12-13, 2020 Board Meeting.

There were no additional questions or comments from the Board.

2. Net Position Reports

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

Todd Kilburn, Chief Financial Officer, shared that each institution prepared their 2019 Net Position Reports, which serve as an outline of an institution's financial status at the end of the fiscal year. These reports are brought before the Board for review at the end of each year, and are provided in the attachments for the February 12-13, 2020 Board Meeting.

There were no additional questions or comments from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

4. Board Policy III.L. – Continuing Education and Prior Learning – First Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the first reading of proposed amendments to Board Policy III.L., Prior Learning as submitted in Attachment 1. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

TJ Bliss, Chief Academic Officer, introduced the item and shared that Board staff worked with the Council on Academic Affairs and Programs (CAAP) on the revision of this policy. He stated that the term "continuing education" refers to the development provided to students whether or not they are adult learners. Board Policy III.L focuses on the concept of "prior learning", which occurs prior to a student's formal education at an institution. This amendment removes the term "continuing education" and adjusts language in the policy to focus on prior learning, particularly for students with military backgrounds.

Board Vice President Hill inquired if this amendment would help insure consistency in the treatment of prior learning in Idaho's post-secondary institutions, and Mr. Bliss stated that it will. Board Member Clark stated that the provosts and faculty were involved in the discussion of the amendments, and they are supportive.

There were no additional questions or comments from the Board.

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5. University of Idaho – Program Policy

BOARD ACTION

M/S (Clark/Hill): I move to approve the University of Idaho’s program prioritization process, described in Attachment 1, as an approved program review process for evaluating programs. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Board Member Clark introduced the item and stated that it is a request from the University of Idaho for an institution-wide approach to realigning academic and operational programs to revenues. John Weincek, University of Idaho Provost & Executive Vice President, shared that other institutions have gone through the program prioritization process; each institution has unique needs and has gone about the process in different ways.

There were no further questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Scoggin): I move to adjourn the meeting at 1:50pm (MST). The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.



DRAFT

SPECIAL BOARD MEETING
March 13, 2020
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via teleconference on Friday, March 13, 2020, with the call originating from the large conference room in the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 4:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley*

Dr. Linda Clark
Shawn Keough
Kurt Liebich
Sherri Ybarra, State Superintendent

*Except where noted

Friday, March 13, 2020, 4:00pm (MST)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Public Postsecondary Institutions – Coronavirus – COVID-19 Response
This item was provided in the agenda materials as an information item.

Board Vice President Dave Hill asked for unanimous consent to allow the Board to make a motion to take action if necessary, pursuant to Idaho Code There were no objections.

BOARD ACTION

M/S (Hill/Clark): I move that this governing body, pursuant to Idaho Code, Section 74-204(2), amend the agenda for this meeting to allow for item number 1 which was originally noticed as an information item and discussion with the public postsecondary institutions of the Coronavirus – COVID-19 Response to be

an “action item” if required given the rapidly changing circumstances involving public health and security. A roll call vote was taken and the motion passed 8-0.

Board President Critchfield shared that purpose for this Special Board Meeting is to discuss the rapidly-changing situation surrounding the Coronavirus. She shared that it is important to remember that there are specific guidelines set for K-12 and the higher education institutions, and each entity will approach the situation differently.

Dave Jeppesen, Director of the Idaho Department of Health and Welfare (DHW) and Chair of Governor Little’s Coronavirus work-group, shared that the Centers for Disease Control (CDC) and state guidance is different for K-12 than higher education institutions. He shared that, for K-12, school closures do not necessarily stop the spread of the virus, because when children are not in school they are likely left in the care of the high-risk population while parents are at work. Additionally, school closures can put pressure on the workforce, including healthcare workers, when there is not available childcare. He added that the DHW’s preference is that K-12 districts and schools remain open unless there is an outbreak, in which case the decision to close would be up to local control. Mr. Jeppesen also added that, in terms of higher education where the student population is typically comprised of adults, it is unclear of whether closure will aid in slowing the spread of the virus, but it is recommended that courses be moved to an online format.

Board Member Liebich inquired whether there is a national recommendation and whether Idaho should follow Oregon and Washington’s example to close K-12 schools and districts. Mr. Jeppesen responded that, while there may be a point in time where the right decision would be to close schools, DHW’s recommendation is for schools to remain open unless a rapid acceleration of spread is affecting a district or school. These decisions are contingent on the rate of community spread.

Sara Stover, Senior Policy Advisor to Governor Little and member of the Coronavirus work-group, echoed Mr. Jeppesen’s comments.

Superintendent Sherri Ybarra is also serving on the Coronavirus work-group, and echoed Mr. Jeppesen’s comments. She shared that the State Department of Education (SDE) has given the CDC and DHW’s guidance to district superintendents, and advised them to remain open until the outbreak is directly affecting a district or school. However, because Idaho is a local control state, districts superintendents are able to make that decision if they feel that is the best plan of action for their district and are encouraged to stay in contact with the SDE as the situation changes. She elaborated that schools are preparing for the possible transition to online courses and that the SDE is working to create solutions for rural students who may not have access to technology or for younger children who may not benefit from technology, in the event that curriculum and instruction will need to be moved to an online format.

Supt. Ybarra stated that there is concern around standardized testing, which would require large groups of students to gather, and shared that the Federal Department of Education plans to grant waivers to individual schools should they be affected by the virus. She shared that districts are also providing guidance in terms of the course of action for students with Individualized Education Plans (IEPs). Guidance is also being provided for continued food service for students who are in need.

Board President Critchfield asked each of the four-year institution presidents to give a brief update on how their institution is planning to approach the Coronavirus.

Kevin Satterlee, Idaho State University President, shared that students and employees who are feeling ill are being asked to practice social distancing. ISU sent a team to Boise State University to observe their practice run of wholly online instruction, and are working to implement this on their campus. President Satterlee stated that ISU will begin their spring break early, beginning Wednesday, March 18. He stated that should there be a confirmed case at any of the ISU locations, all programs will be moved to online instruction either the first day following spring break or as soon as a confirmed case is announced. ISU's goal is to complete the students' courses through the remainder of the term, and that employees will transition to telecommuting where applicable. Employees and students remaining on campus will be asked to practice social distancing. President Satterlee shared that students will not be forced out of campus housing but will be encouraged to leave campus, and that all large campus events have been restricted. ISU has not made any decisions regarding the spring commencement ceremony at this time.

Board Secretary Scoggin inquired about students who have paid through the end of the term for housing and meal plans, and whether a closure would result in financial loss. President Satterlee responded that the cancellation of large campus events will result in a direct revenue loss, and that prorated refunds will be offered for students who choose to move out of the residence halls.

Board Member Liebich inquired about programs involving lab work that may not be able to be delivered online, and about the plans for student employees on campus as well as international students. President Satterlee stated that ISU has materials available for lab activities to be completed remotely if necessary. ISU will assist students with a sick leave compensation if necessary. It would be a higher risk to have international students to leave and return than it would be for them to remain where they are; President Satterlee stated that there will be quarantine protocol in place for those who are leaving and returning.

Dr. Marlene Tromp, Boise State University President, shared that her main concern is for those who are part of the vulnerable population. BSU is the largest "footprint" in the state and in Boise, which could be a location for spreading the virus. She shared that BSU's test run of a wholly online campus, which took place on the day of the Special Board Meeting, went well, and that she believes that BSU should transition to a wholly

online campus beginning Monday to due to the risk of BSU being a “vector” for virus spread.

Board Secretary Scoggin inquired about students remaining in the residence halls, and Dr. Tromp responded that BSU will not force students to leave, but will adopt new measures to prevent the spread of the virus. BSU will issue prorated refunds for housing and dining, and operate on a case-by-case basis for students who would prefer a different living arrangement. She also shared that a final decision regarding the spring commencement ceremony has not been made at this time.

Board Member Atchley acknowledged that this is a “fluid” situation, and emphasized that it is important to monitor the situation and support schools to do what is best for them. Board Secretary Scoggin echoed Board Member Atchley’s comment and shared that he was impressed with the lengthy planning that has already occurred in such a short amount of time. He also shared his concern for students who have never taken an online course, as well as the need to address the financial impact that the Coronavirus will have on the higher education system.

Dr. Cynthia Pemberton, Lewis-Clark State College President, shared that LCSC is following a plan similar to the other institution, engaging in remote opportunities where possible and continuing with preparations until there is a confirmed case of the virus on campus. LCSC’s goal is to assist students to complete the semester, and they are working to create plans for essential employees to work remotely. LCSC will test remote course delivery on March 16 and March 17. There has not been a decision regarding the spring commencement ceremony at this time, although most on-campus events have been cancelled through the end of March and all non-essential travel has been suspended.

Board Member Clark stated that it is important to give as much notice as possible regarding the cancellation of commencement ceremonies to allow family and friends to adjust or cancel their travel plans if necessary.

At this time, the Board recessed for 23 minutes to listen to a press conference hosted by Governor Little, where the first confirmed case of COVID-19 in Idaho was announced. The meeting resumed at 5:17pm (MST), and the institution presidents continued to share their contingency plans for their respective campuses.

Board Member Atchley and Board Member Scoggin left the meeting at 5:00pm (MST).

Scott Green, University of Idaho President, shared that spring break began today (March 13), and that the UI plans to transition to remote course delivery beginning on March 24. The UI will remain open at this time to provide services for students who have no other options, and are working to develop solutions for students who do not have the technology to continue courses online. The UI will provide laptops for those who may not have them to allow for social distancing. President Green shared that he

will not approve public events on campus that are anticipated to have more than 100 people in attendance, and that the UI is making arrangements for employees to work remotely if the need presents itself. High-travel areas of campus are being deep-cleaned, and all international and non-essential travel has been suspended without Dean's approval. There has not been a decision made at this time regarding the spring commencement ceremony, and this will be addressed in the coming weeks.

President Satterlee clarified that ISU's intention is to start spring break early for students, and faculty will use this time as an in-service to prepare for transition to remote course delivery. Students will officially return from spring break on March 30, and remote delivery will be fully implemented at this time.

Dr. Pemberton shared that the LCSC President's Cabinet will meet next week and may determine that remote delivery will continue past next Monday and Tuesday's test of remote delivery since spring break does not coincide with the timing of the test. She also shared that LCSC will implement "clean zones" throughout campus to allow students to have safer access to technology and work spaces.

At this time, Board President Critchfield opened the floor for Board discussion.

Board Member Keough inquired about test proctoring, and how final exams will be delivered. Dr. Pemberton stated that LCSC is ensuring that faculty are using a Learning Management System (LMS) for all aspects of instruction, including testing. She anticipates that many students will stay on campus, and LCSC has not investigated off-campus proctoring arrangements at this time.

Dr. Tromp shared that Boise State University plans to transition to wholly online course delivery beginning Monday, March 16, considering the campus population density and location.

Board Member Clark shared that she felt the need for the Board to make a motion to approve the transition to online instruction with the circumstances that have been presented by the institutions. Board President Critchfield shared that the Board has already delegated this responsibility to the Presidents in their positions; Jenifer Marcus, Deputy Attorney General, confirmed that, under Board Policy I.E, Presidents or Agency Heads have full authority and responsibility within the framework of the policies for the organization management, direction, and supervision of the institution or organization. Ms. Marcus shared that the Board may still take action in support of the institutions.

Board Member Scoggin rejoined the meeting at 5:35pm (MST).

Board Member Liebich shared that it is important to encourage students to leave campus and take courses remotely if at all possible.

Board Member Clark shared that she felt the Board should go on record in support of the work that the Presidents and campuses are doing to address the situation.

BOARD ACTION

M/S (Clark/): I move to approve the move to online instruction on the schedule and under the circumstances that have been laid out by the individual institutions with the understanding that if something changes those timelines would be moved up as appropriate to the circumstances. Motion withdrawn

M/S (Clark/Keough): I move the Board go on record in support of the institution president's decision to move to on-line instruction in light of the coronavirus pandemic and acknowledge the work that has been done on our campuses to address the many issues that are associated with this change. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board President Critchfield asked that Presidents continue to communicate with the Board, who are supportive of the work that has been done, and that status updates should be sent to Matt Freeman, Executive Director. Board Members were advised to direct questions to Mr. Freeman as well.

Board President Critchfield reminded the Board that the April Board Meeting, which was scheduled to be hosted by the University of Idaho has been moved to a remote format via teleconference.

Supt. Ybarra stated that the issue of waivers for testing will be discussed at the April Board Meeting, and that all SDE events and conferences have been cancelled through May 1, including the Suicide Prevention Conference and the Legislative Roadshow. The Legislative Roadshow will be recorded by section and posted online, and questions can be asked and answered for each region.

Board Vice President Hill shared that it is important to apply an abundance of caution around spring commencement ceremonies and asked that necessary decisions are made as early as possible to allow family and friends to adjust their travel plans accordingly. Board President Critchfield agreed and requested that the Presidents keep the Board apprised of any decisions made regarding commencement ceremonies.

Board Member Liebich stated that the institutions should be working together, since, as one institution implements a plan, other institutions will receive questions. President Satterlee stated that a daily meeting is being held in regard to the Coronavirus with representatives from each institution as well as Board staff, and that there are shared documents to compile information and collaboration efforts.

Board Member Clark shared that all 8 institutions are involved in the daily meeting, although the two-year institutions are governed by different board authorities. Dr. Rick

Aman, College of Eastern Idaho President, added that CEI is hoping to have faculty ready to deliver online coursework no later than March 30.

Board President Critchfield stated that this meeting will not be the only discussion regarding the Coronavirus, and that there will be continued communication as the situation evolves.

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

BOARD ACTION

M/S (Critchfield/Ybarra): I move to adjourn the meeting at 5:51pm (MST). The motion carried 7-0. Mrs. Atchley was absent from voting.



DRAFT

SPECIAL BOARD MEETING

March 16, 2020

Office of the State Board of Education

Len B. Jordan Building

650 W State Street, 3rd Floor

Boise, Idaho

A special meeting of the Idaho State Board of Education was held via teleconference on Monday, March 16, 2020, with the call originating from the large conference room in the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 12:30pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President

Dr. David Hill, Vice President

Andrew Scoggin, Secretary

Emma Atchley

Dr. Linda Clark

Shawn Keough

Kurt Liebich

Sherri Ybarra, State Superintendent

Monday, March 16, 2020, 12:30 p.m. (MST)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Division of Career Technical Education – Idaho Perkins V Plan – Action Item

BOARD ACTION

M/S (Hill/Clark): I move to approve the FY2020 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan as provided in Attachment 2. The motion carried 8-0.

Board Vice President Dave Hill introduced the item and reminded the Board that the Perkins V plan was presented during the February 2020 Board Meeting, and that it is now coming before the Board for approval in light of the revisions that the Division of Career and Technical Education (CTE) made following 30-day public comment period.

Clay Long, CTE State Administrator, shared that a document titled “Changes to the Perkins V Plan” is included in the attachments, and discussed the changes that were

incorporated as a result of the 30 day public comment period. He elaborated that many of the changes were to provide clarification and articulate definitions throughout the plan. Additionally, Mr. Long shared that CTE has modified the plan to reference programs of study and program requirements, as required by the grant specifications, and that Idaho defines a “program of study” as a pathway.

The revisions included:

- Further definition of the difference between secondary and post-secondary concentrators, as well as the language for the advanced AAS programming
- Modified definition of “quality” within the post-secondary AAS description
- Expanded definition of “scope” to extend the language to post-secondary programs
- An updated table to include projected funding for secondary programs, as well as an updated table to include projected funding for post-secondary funding
- The addition of budget amounts based on the fiscal year Federal allocation

Board Member Kurt Liebich asked Mr. Long to clarify that the plan will be valid for four years, with a \$7.8 million annual appropriation; Mr. Long stated that this is correct, and that the amounts are subject to change each year based on allocations for different programs. Board Member Liebich also inquired as to whether the Perkins V plan will align with the work of the Workforce Development Council, and Mr. Long shared that local needs assessments are conducted by each entity receiving funds in order to ensure that programs align with local community and workforce needs. These needs assessments must be completed before they are able to apply for funding for projects.

Board Member Linda Clark shared that employers have been very involved with school districts, creating a “full circle” of involvement. She shared her appreciate for the minor changes that were made in response to the input that was received. Mr. Long shared that he is pleased with the work that his team has done with districts statewide to help them understand how the changes will affect their programs and how CTE will support them in navigating the changes. He elaborated that CTE’s goal is to continue to work to meet the needs of school districts as well as workforce partners.

Board President Debbie Critchfield inquired what the next step in the approval process will be, and Mr. Long shared that, following Board approval, the plan will be sent to Governor Little’s office for approval and then to the State Department of Education.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Atchley): I move to adjourn the meeting at 12:41pm (MST). The motion carried 8-0.



DRAFT

SPECIAL BOARD MEETING
March 23, 2020
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via teleconference on Monday, March 23, 2020, with the call originating from the large conference room in the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 3:30pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley

Dr. Linda Clark
Shawn Keough
Kurt Liebich
Sherri Ybarra, State Superintendent

*Except where noted

Monday, March 23, 2020, 3:30 p.m. (MST)

BOARDWORK

1. Public Education – COVID-19 Response

BOARD ACTION

M/S (Liebich/Atchley): I move to approve the response framework identified in the document provided, titled COVID-19 School Operations Guidance. A roll call vote was taken and the motion carried 8-0.

Board President Critchfield stated that there are over 400,000 students (K-20) statewide, and the goal of this meeting was to provide guidance to inform local decisions and address concerns that districts cannot address by themselves. She also called attention to the extensive work that has been done among higher education

institution representatives within the last two weeks, and commented that Idaho's education system has responded to the COVID-19 crisis in a remarkable way. Board President Critchfield stated that the meeting would address school closures and the continuation of services as well as the amendments to several administrative rules listed in the agenda materials. She discussed that there is currently no community spread of COVID-19 outside of Blaine County; there is clear guidance for districts if community spread is identified, but the decision to close when there is not community spread present is a "grey area".

At this time all schools statewide are currently closed, with some schools on their normal spring break. There are no students physically attending classes in any buildings.

Governor Little has convened a K-12 Emergency Council, led by Greg Wilson, Senior Policy Advisor, which is comprised of representatives from each state region as well as Sherri Ybarra, State Superintendent of Public Instruction, Board President Critchfield, and Board Members Liebich and Clark. Board President Critchfield shared that school districts are approaching decisions that need to align with the uniform actions that have been taken statewide, and that the K-12 Emergency Council has created a document to assist districts in their decision-making process. She discussed that the document is not meant to be prescriptive, but aims to provide guidance for districts moving forward.

Board Member Scoggin joined the meeting at 3:37pm (MST).

COVID-19 SCHOOL OPERATIONS GUIDANCE

Mr. Wilson shared that the K-12 Emergency Council has met every morning for the past four days in order to provide advice to the Governor during the crisis. He discussed that the Board has authority on operational and broad issues, and that the state should take Board authority into account during this time.

Mr. Wilson discussed the "COVID-19 School Operations Guidance" document, which is included in the attachments for this meeting, stating that it provides a framework for districts to utilize as they respond to their unique population and community needs while fulfilling continuity needs and delivery of learning for students.

The main focus of the guidance document is a recommended "soft closure" of schools through April 20, 2020, in which the Board expects schools to remain physically closed but still provide essential services for communities. These services include food service wherever possible, childcare (particularly for healthcare workers and those providing community services), the delivery of virtual or distance instruction, and the delivery of special education. The goal of the document is to provide guiding principles while allowing districts to create their own plan.

The Board will schedule meetings throughout the duration of the COVID-19 crisis in order to respond to the needs of the districts and charters statewide. Board Member

Liebich discussed that the K-12 Emergency Council calls have been very collaborative and have created an opportunity for the superintendents of each region to provide feedback for their own districts and charter school leadership. He shared that the main point of concern within the council is creating a plan for schools who are approaching the end of their spring break, and stated that local school boards and superintendents need a framework to shape these decisions.

Board Secretary Scoggin asked for clarification on the definition of a “soft closure”, and Board Member Liebich clarified that students would not be permitted physically on school campuses until April 20, 2020, but there is an expectation for schools to provide special services and opportunities for students to learn.

Board Member Clark voiced her appreciation for Governor Little for organizing the K-12 Emergency Council in a way that allows input from stakeholders, and shared that she is impressed by the manner in which superintendents statewide have “taken the reigns” and established communication with one another.

Board President Critchfield shared that it is important that the date of April 20, 2020 is not regarded as an end date for the “soft closure”. This date was established with the consideration of Federal guidelines and guidelines from the Department of Health and Welfare and Public Health, and it is important to continue to monitor the situation and be ready to adjust for changes if necessary. Board Member Liebich agreed that it is important to revisit this date as the situation progresses.

Supt. Ybarra shared her praise for the districts, and discussed that the State Department of Education will host twice-weekly webinars to provide guidance. Board Member Atchley agreed that it is important to provide guidance to the districts so that they may continue instruction for students. Board Member Keough shared her appreciation for everyone’s work during the crisis.

Board President Critchfield elaborated that districts should strive to accommodate the items listed within the guidance document, and recognized that local districts and the K-12 Emergency Council will create criteria for when should reopen; the criteria will vary among districts and will be decided upon depending on how the situation progresses. She also suggested that the Board should meet weekly for the duration of the crisis to promote regular communication as the situation changes and provide guidance to the districts.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

1. Provide LEA’s and Charter Schools Maximum flexibility to support students during and in response to the COVID-19 pandemic

BOARD ACTION

M/S (Ybarra/Clark): I move to waive IDAPA 08.02.03.105.03 the college entrance exam for seniors who would have taken it during the 2020 administration, and IDAPA 08.02.03.105.04 senior project for students graduating at the end of the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

AND

BOARD ACTION

M/S (Ybarra/Liebich): I move to direct staff to include in the 2021 rule-making an exemption for juniors in the 2019-2020 school year from the college entrance exam graduation requirement. A roll call vote was taken and the motion carried 8-0.

AND

BOARD ACTION

M/S (Ybarra/Hill): I move waive the requirement in IDAPA 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

AND

BOARD ACTION

M/S (Ybarra/Scoggin): I move approve the waiver, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), as provided in attachment 2 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education. A roll call vote was taken and the motion carried 8-0.

Board President Critchfield stated that the current situation does not mean “business as usual”, and that it is important to acknowledge that schools are doing the best they can and that the Board is present to assist in any way possible.

Board Member Liebich inquired about the financial impact for waiving standard testing requirements. Supt. Ybarra stated that she has not yet discussed this issue with her team, but will update the Board once this item is addressed.

There were no additional questions or comments from the Board.

2. Temporary Rule Amending IDAPA 08.02.02.004 Rules Governing Uniformity, Transportation and Standards for Idaho School Buses and Operations

BOARD ACTION

M/S (Ybarra/Keough): I move to approve the revised **Standards for Idaho School Buses and Operations as submitted in Attachment 2**. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Ybarra/Hill): I move to approve the **Temporary Rule amending IDAPA 08.02.02.004 Rules Governing Uniformity, Documents Incorporated by Reference, as submitted in Attachment 1, contingent upon the approval of the Governor and with the effective date as the date of the Governor's approval**. A roll call vote was taken and the motion carried 8-0.

The first motion allows for miles to be reimbursed to districts when buses are used for delivering meals and other operational services. Supt. Ybarra stated that 80% of a district's transportation budget is for staffing, and allowing for this reimbursement will be helpful for them.

Board Member Scoggin inquired whether these amendments will be time-limited, or if the Board will have to rescind the amendments later. Tracie Bent, Chief Planning and Policy Officer shared that the amendments are temporary, but the Board will need to re-promulgate this administrative rule to incorporate language for situations like this moving forward. The temporary rule will be revisited in the future, but this amendment will ease district concerns regarding transportation.

There were no additional questions or comments from the Board.

At this time, Supt. Ybarra introduced Colleen Fillmore, Director of Child Nutrition Programs within the Idaho State Department of Education, who discussed that several hundred sites statewide have been approved to serve meals, sometimes hundreds of meals in one day. Ms. Fillmore shared that her team is working to receive maximum flexibility with Federal guidelines, and have received three waivers that pertain to the Family First Act to allow schools to efficiently serve their students and communities. She shared that some sites are serving national school lunch, some are serving grab-and-go meals, and some are working with the Department of Transportation and the Department of Childhood Nutrition to transport and deliver meals. Board Member Scoggin shared his appreciation for the rapid movement that has occurred to address the child nutrition component.

Board President Critchfield brought up special education programming, sharing that there have been communications from the US Department of Education within the last week regarding flexibility and how to satisfy student needs in terms of distance learning. There have also been communications from SDE to guide districts as to how they can support special education and distance learning. Supt. Ybarra introduced Charlie Silva,

Director of Special Education within SDE, who has been hosting webinar trainings for the districts to share recent guidance from the USDE regarding special education. Ms. Silva shared that one of the biggest challenges is identifying communication methods for special education students, since some students would do well with online delivery methods while others will need different methods of instruction, and the SDE is working to communicate with families regarding the needs of their children.

Board Member Liebich shared that some districts in other parts of the country are avoiding distance learning for special education programs because it cannot be uniform. Ms. Silva stated that this is correct, and that there was initial guidance that stated that districts should be considering closing, putting a “pause” on free and public education. She shared that this initial guidance was misunderstood, and that the focus is now on allowing districts to focus on the future and putting plans in place if the situation were to worsen. Ms. Silva shared that she is confident that SDE and the Board can address special education needs for Idaho students.

Board President Critchfield then brought up the continuation of operations and how teacher evaluations will continue as they pertain to the career ladder. Ms. Bent stated that administrative rule requires two evaluations, but there are special conditions for circumstances where it may not have been possible for the second evaluation to be completed; by now, administrators should have completed one evaluation.

Board President Critchfield also discussed the topic of employment, which the Board will address in the future, and shared that concerns about classified staff have been shared during the K-12 Emergency Council meetings and during the superintendent webinars. She encouraged school districts to use the talents of classified staff members to the best of their abilities during the crisis.

Ms. Bent will contact the Board Members to establish a standing meeting schedule for the coming weeks. Mr. Wilson stated that regular meetings will allow for frequent updates for the Board and the SDE, as well as an opportunity to continually provide guidance to the districts as the situation continues to change.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Liebich/Hill): I move to adjourn the meeting at 4:45pm (MST).



DRAFT

SPECIAL BOARD MEETING
March 30, 2020
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, March 30, 2020. At this time, the Office of the State Board of Education is closed to the public in accordance with Governor Little's State at Home Order issued March 25, 2020 in response to the public health emergency caused by the COVID-19 pandemic. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin
Emma Atchley

Dr. Linda Clark
Shawn Keough
Kurt Liebich
Sherri Ybarra, State Superintendent

Monday, March 3, 2020, 3:00 p.m. (MST)

BOARDWORK

1. Public Education – Issues related to the COVID-19 Epidemic

K-12 Education Update

Greg Wilson, Senior Policy Advisor to Governor Little, stated that is has been two weeks since all districts and charters elected to an extended spring break, and that last week the Board recommended that all districts statewide participate in the "soft closure" through April 20, 2020. Mr. Wilson reminded the group that the K-12 Emergency Council is comprised of four Board Members (Board President Critchfield, Superintendent Ybarra, Board Member Liebich, and Board Member Clark) as well as representatives from each region's superintending group and various stakeholder groups. The K-12 Council has been meeting daily to in order to provide council to the

Governor, the Board, the Superintendent, and district leadership statewide. Regional groups and charter groups have been meeting frequently and the Council, in conjunction with Supt. Ybarra's twice-weekly webinars, aims to provide council for their effort and provide an opportunity for open communication.

Mr. Wilson shared that Governor Little announced an additional 1% financial holdback on March 27, 2020, extending to K-12, which amounts to approximately \$19 million. This holdback was discussed in during the K-12 Emergency Council to gauge what districts and charters would need from the State. Additionally in light of President Trump's announcement that social distancing should continue until April 30, 2020, the Council discussed whether the "soft closure" of schools should be extended. Mr. Wilson also shared that the stimulus bill signed last week by President Trump could provide up to \$48 million for K-12 schools statewide; the stimulus will impact schools and charters different depending on how many Title I students are enrolled.

Superintendent Ybarra echoed Mr. Wilson's comments, and elaborated that Idaho's estimated allocation of the surplus bill would be \$47.8 million. She shared that this would be in addition to the \$50 million allocated for 2019-2020 and that the 90% of the allocation would be distributed based to the districts based on the Title I formula. The State must apply for a waiver to receive these funds, and the funds must be used for certain things.

Board President Critchfield recommended that the Board have an in-depth conversation next week regarding Idaho's "soft closure" date in light of President Trump's announcement extending social distancing guidelines through April 30. Board Member Liebich stated that he believes there should be certain criteria developed in conjunction with Public Health officials to aid in local districts' decisions regarding timelines for reopening. Board Member Atchley shared that it is important that the Board works to ensure that students continue to receive as much instruction as possible during this time, elaborating that students should still be receiving content that reflects the standards regardless of the delivery method. Board Member Liebich also voiced his concerns about how the "soft closure" will impact students moving to the next grade and how it will impact graduating seniors who are expecting to begin college in during the fall semester.

Board President Critchfield invited Board Members to e-mail Matt Freeman, Executive Director, if there is anything they would like to discuss regarding the possible extension of the "soft closure" during next week's Special Board Meeting.

There were no additional questions or comments from the Board.

Postsecondary Education Update

Dani Dunstan, President Kevin Satterlee's Chief of Staff at Idaho State University, has been leading a daily conference call with representatives from each of Idaho's eight

higher education institutions; the group has been meeting each morning since March 12, 2020. The group is comprised of institution representatives in the areas of communications, human resources, and executive leadership from each campus, as well as Board President Critchfield and representatives from the Office of the State Board of Education and Governor Little's Office. Each call provides an update on the COVID-19 situation at the state and national level and allows for each institution to share what they are doing in the areas of the transition to online delivery of course content, the delivery of remote student services, human resources planning and the transition to telework, and communications strategies.

Collaboration is encouraged so that institutions may gain insight from each other to come up with creative solutions for common problems they may be experiencing. Ms. Dunstan shared that across institutions, the majority of instruction and essential services have been transitioned to online delivery and telework while non-essential services have temporarily been suspended, students remaining in campus housing are being encouraged to move to a more permanent home if the option is available, and each institution is taking a thoughtful approach in communicating with students, staff, and community members. Institutions are also preparing for the financial impact and beginning to plan for summer courses.

Board Member Liebich inquired when institutions may be able to gauge possible enrollment numbers for next year. Ms. Dunstan shared that in a normal year projections are monitored throughout the semester, but current projections may not be reliable because of the COVID-19 crisis. Dr. Cynthia Pemberton, Lewis-Clark State College President, echoed Ms. Dunstan's statements regarding enrollment, and added that enrollment may vary if students elect to remain closer to home during future semesters. Scott Green, University of Idaho President, shared his concerns that the UI will have decreased enrollment due to the fact that they are a "destination campus". Dr. Marlene Tromp, Boise State University President stated that it is important to be adaptive during this time in order to support faculty and staff, so that they are able to support students.

Matt Freeman, Executive Director, shared that as a result of the Coronavirus Aid, Relief, and Economic Security (CARES) Act being passed by Congress last week, \$12.5 billion will be allocated for public and private higher education institutions nationwide. The distribution of these funds will be distributed based on the full-time enrollment of Pell Grant recipients (75%) and full-time enrollment of non-Pell Grant recipients (25%). 50% of the funds distributed to institutions must go directly to students in the form of emergency financial aid grants to provide support as a result of the disruption of campus services due to COVID-19; the funds for students will be distributed through the Pell Grant system. The other 50% of the distributed funds will be applied to lost revenue, expenses incurred during the transition to telework and online course delivery, and payroll. Mr. Freeman shared that there is a waiver that states must apply for to receive these funds, and that the Board has not yet received any estimates for the amount of funds Idaho will receive.

Mr. Freeman also shared that there have been discussions with the four, four-year institution Presidents to determine where the Board can assist in terms of policy changes during this time. These policy changes, which will provide greater flexibility for employment and course fees for institutions, will likely be discussed during next week's Special Board Meeting.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Career Technical Education – Partial Waiver – Board Policy IV.E.7, Career Technical Assessment Requirements

BOARD ACTION

M/S (Hill/Clark): I move to waive the requirement in Board Policy IV.E.7 for students in career technical education cluster and pathway programs to take a technical skills assessment or workplace readiness assessment for the remainder of the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

Clay Long, State Administrator for the Division of Career Technical Education, shared that this item is a request for a waiver of workplace readiness assessments and technical skills assessments for the current school year. He added that if this motion passes, districts would still be able to offer these assessments for their purposes, but it would no longer be a Board requirement.

There were no questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Atchley): I move to adjourn the meeting at 3:55pm (MST). The motion carried 8-0.

The Idaho State Board of Education will be conducting a virtual Special Board Meeting on Mondays at 3:00pm during the COVID-19 Pandemic to receive updates on the status of public education in Idaho and to take action as necessary.

**BOARDWORK
APRIL 16, 2020**

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
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.						
Development of a single K-20 data dashboard and timeline for implementation						FY2020
Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline.						
Percent of community college transfers who graduate from four-year institutions ¹	2011-12 cohort	2012-13 cohort 15%	2013-14 cohort 15%	2014-15 cohort 16%	2015-16 cohort 17%	25% or more
Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts ¹	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	69%	62%	62%	52%	Less than 55%
Four-year institutions	25%	43%	40%	32%	29%	Less than 20%
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 workforce opportunities.						
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.						
Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3)*	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	
Kindergarten	NA	NA	NA	NA	64.1%	TBD
1st Grade	NA	NA	NA	NA	67.5%	TBD
2nd Grade	NA	NA	NA	NA	75.9%	TBD
3rd Grade	NA	NA	NA	NA	73.7%	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)	2014-15	2015-16	2016-17	2017-18	2018-19	by 2022/ESSA Plan Goal
Math						
5th Grade	NA		42.3%	43.8%	45.5%	58.59%
8th Grade	NA		39.5%	42.1%	41.6%	57.59%
High School	NA		33.2%	34.2%	34.7%	53.30%
ELA						
5th Grade	NA		54.2%	55.8%	57.3%	68.04%
8th Grade	NA		52.9%	54.7%	54.4%	67.64%
High School	NA		60.3%	60.6%	60.3%	73.60%
Science						
5th Grade	NA		66.5%	65.6%	64.8%	FY21 Baseline
High School	NA		65.2%	67.3%	62.8%	FY21 Baseline

**BOARDWORK
APRIL 16, 2020**

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
High School Cohort Graduation Rate	2013-14 graduates 77.3%	2014-15 graduates 78.9%	2015-16 graduates 79.7%	2016-17 graduates 79.7%	2017-18 graduates 80.6%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates 36%	2016 graduates 36%	2017 graduates 33%	2018 graduates 34%	2019 graduates 11/1/2019 ⁷	At least 60%
English		77%	71%	72%		
Mathematics		54%	49%	49%		
Reading		59%	57%	57%		
Science		46%	44%	45%		
SAT		2016 graduates 25% Test changed	2017 graduates 33%	2018 graduates 33%	2019 graduates 11/1/2019 ⁷	At least 60%
Evidence-Based Reading and Writing (ERW)		Test changed	62%	60%		
Mathematics		25%	35%	35%		
Percent of high school graduates who participated in one or more advanced opportunities ²	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associates Degree ^{1, 13}	1%	1%	1%	2%	2%	At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 12 months of high school graduation	53%	53%	53%	50%	11/1/2019 ⁸	At least 60%
Within 36 months of high school graduation	2012 graduates NA	2013 graduates NA	2014 graduates 64%	2015 graduates 64%	2016 graduates 11/1/2019 ⁸	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.*	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
	NA	NA	NA	NA	45.0%	TBD
Number of students participating in early readiness opportunities facilitated by the state.	2014-15	2015-16	2016-17	2017-18	2018-19	
	NA	NA	NA	NA	NA ⁹	TBD
Goal 3: EDUCATIONAL ATTAINMENT -Ensure 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.						

*Benchmark will be set following Spring 2020 Administration of the Idaho Reading Indicator.

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
	2014 cohort	2015 cohort	2016 cohort	2017 cohort	2018 cohort	
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	40%	42%	42%	42%	11/15/2019 ¹²	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution ¹	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	54%	58%	56%	56%	At least 75%
Transfer	NA	55%	63%	66%	61%	At least 75%
Four-year institutions						
New student	75%	75%	73%	75%	73%	At least 85%
Transfer	76%	76%	76%	76%	74%	At least 85%
Total number of certificates/degrees produced, by institution per year ¹						
Certificates of at least one year*	2014-15	2015-16	2016-17	2017-18	2018-19	
	2014-15	1,499	1,438	1,641	1,665	TBD
College of Eastern Idaho	98	102	109	110	108	TBD
College of Southern Idaho	179	192	151	154	146	TBD
College of Western Idaho	191	229	240	402	508	TBD
North Idaho College	251	746	690	687	616	TBD
Boise State University	64	0	0	0	0	TBD
Idaho State University	192	208	230	276	272	TBD
Lewis-Clark State College	21	22	18	12	15	TBD
University of Idaho	0	0	0	0	0	TBD
Associate degrees	2014-15	3,197	3,325	3,503	3,451	TBD
College of Eastern Idaho	97	118	121	93	147	TBD
College of Southern Idaho	845	919	817	800	840	TBD
College of Western Idaho	895	996	979	984	886	TBD
North Idaho College	676	306	473	610	670	TBD
Boise State University	168	145	116	119	133	TBD
Idaho State University	374	362	405	472	428	TBD
Lewis-Clark State College	204	351	414	425	347	TBD
University of Idaho	0	0	0	0	0	TBD
Baccalaureate degrees	2014-15	6,808	6,865	6,924	7,033	TBD
Boise State University	3,154	3,174	3,317	3,373	3,472	TBD
Idaho State University	1,155	1,228	1,168	1,166	1,233	TBD
Lewis-Clark State College	544	541	528	587	626	TBD
University of Idaho	2,017	1,865	1,852	1,798	1,702	TBD

*Benchmark setting pending feedback from the Presidents Leadership Council

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less ¹	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
Two-year institutions	18%	20%	22%	25%	26%	At least 50%
Four-year institutions	2009-10 cohort	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	
	42%	41%	42%	46%	47%	At least 50%
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).						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ¹	20% to 24%	21%	21%	22%	24%	50% or more
Two-year institutions		7%	6%	7%	8%	
Four-year institutions		26%	27%	28%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years ¹	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
	35%	39%	42%	46%	46%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹						
Transfer students						
Associate	86	106	103	100	93	69
Baccalaureate	140	127	121	124	126	138
Non-transfer students						
Associate	79	101	98	97	99	69
Baccalaureate	130	127	127	126	124	138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount ⁴						
Total Scholarships Awarded	1,525	1,774	3,487	3,795	4,403	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	13	
Opportunity Scholarship	1,520	1,764	3,461	3,739	4,254	
Opportunity Scholarship for Adult Learners	0	0	0	0	57	
Postsecondary Credit Scholarship	0	0	16	45	79	
Total Dollar Amount of Scholarships Awarded ⁴	\$4,980,388	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	\$185,627	
Opportunity Scholarship	\$4,916,574	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$0	\$104,564	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	\$113,550	
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Proportion of postsecondary graduates with student loan debt ⁵	71%	47%	48%	49%	11/15/2019 ¹⁰	Less than 50%

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) ⁶	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more
Percent cost of attendance (to the student) [<i>Inaccurately reported as change in cost</i>]		FY2015	FY2016	FY2017	FY2018	96% or less of peers
Two-year institutions	\$12,817					
Students living off campus	\$24,554	5%	-3%	13%	-10%	
Four-year institutions	\$12,817					
Students living on campus		3%	-2%	-2%	4%	
Students living off campus	\$24,554	7%	0%	-3%	-8%	
Average net price to attend public institution.	FY2014	FY2015	FY2016	FY2017	FY2018	
Four-year institutions	108%	101%	93%	96%	Fall 2019 ¹¹	90% or less of peers
Expense per student FTE	FY2014	FY2015	FY2016	FY2017	FY2018	
	\$21,187	\$22,140	\$23,758	\$24,512	5/1/2020 ¹¹	Less than \$20,000
Two-year institutions	\$12,817	\$13,883	\$15,168	\$15,432		
Four-year institutions	\$24,554	\$25,118	\$26,691	\$27,701		
Number of degrees produced ¹	14,026	10,005	10,190	10,427	10,484	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. ¹						
BSU	29%	35%	37%	37%	43%	Greater than 40%
ISU	41%	43%	42%	41%	38%	Greater than 50%
UI	61%	64%	65%	61%	58%	Greater than 60%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹ (CCA/IPEDS Definition of STEM fields)	NA	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	6	23	20	20	22	10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho ³	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

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	FY2015	FY2016	FY2017	FY2018	FY2019¹	Benchmark
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	54%	At least 60%
ISU	86%	43%	71%	29%	43%	At least 60%
CDA	NA	NA	50%	83%	72%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing) ¹	NA	85	102	108	118	100

Notes:

- (1) FY2019 performance measures for the postsecondary institutions are preliminary.
- (2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students.
- (3) At this time, this only includes WWAMI graduates.
- (4) Not included are GEAR UP Scholarships as these scholarships are federally funded.
- (5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.
- (6) FAFSA completion is calculated as of May of a student's senior year.
- (7) This data is released by College Board and ACT, Inc. in late October.
- (8) This data element cannot be computed until all PMAP data is loaded.
- (9) The process for calculating this metric has not yet been established.
- (10) This data is released by the Department of Education in mid-fall.
- (11) This metric is contingent on the IPEDS data release.
- (12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019.
- (13) This metric only includes information from the public postsecondary institutions.