

BOARDWORK
AUGUST 26, 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 for the June 29, 2020, July 9, 2020, July 15, 2020, and August 3, 2020 Special Board meetings, and the June 10, 2020 Regular Board meeting minutes.

3. Rolling Calendar

BOARD ACTION

I move to amend the location for the October 2020 Regular Board meeting from Lewis-Clark State College to a videoconference originated from the Office of the State Board of Education in Boise and to set August 25-26, 2021 as the date and Idaho State University as the location for the August 2021 regularly scheduled Board Meeting.



DRAFT

**STATE BOARD OF EDUCATION MEETING
June 10, 2020**

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference on Wednesday, June 10, 2020. Board President Debbie Critchfield presided and called the meeting to order at 9:00am (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Andrew Scoggin, Vice President
Kurt Liebich, Secretary
Dr. David Hill

Emma Atchley
Dr. Linda Clark
Shawn Keough
Sherri Ybarra, State Superintendent

Wednesday, June 10, 2020, 9:00 a.m. (MST)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Scoggin/Clark): I move to approve the agenda as amended. A roll call vote was taken and the motion carried 8-0.

Board Vice President Scoggin requested unanimous consent to move the State Department of Education's agenda items before the Work Session. There were no objections.

2. Minutes Review / Approval

BOARD ACTION

M/S (Scoggin/Atchley): I move to approve the minutes from the April 6, 2020, April 13, 2020, April 20, 2020, April 22, 2020, April 27, 2020, April 30, 2020, May 4, 2020, June 1, 2020 Special Board meetings, and the April 16, 2020 and May 13-14

2020 Regular Board meeting minutes. A roll call vote was taken and the motion carried 8-0.

3. Rolling Calendar

BOARD ACTION

M/S (Scoggin/Keough): I move to set June 16, 2021 as the date via video conference for the June 2021 regularly scheduled Board Meeting. A roll call vote was taken and the motion carried 8-0.

4. K-20 Performance Measures

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

Board President Critchfield discussed that the Work Session later in the meeting agenda will focus on several areas of the K-20 Performance Measures. She also reminded the group that the Board Retreat, held May 13-14, 2020, focused on the Board's mission, vision, values, and strategic plan, and stated that the Board will consider revisions to the strategic plan during the upcoming August Board Meeting.

There were no questions or comments from the Board.

CONSENT

**BAHR
Section II**

1. Boise State University – Ada County Highway District Easement

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Boise State University to grant an easement to ACHD in substantial conformance with the attached agreement. A roll call vote was taken and the motion carried 8-0.

2. Boise State University – Student Health Insurance Contract

BOARD ACTION

M/S (Scoggin/Hill): I move to approve Boise State University's request to extend its student health insurance contract with Relation Insurance Services-Education Inc. for a maximum of two years for a total cost not to exceed \$6 million, and to delegate authority to the president to execute any applicable agreements in accordance with the information provided herein. A roll call vote was taken and the motion carried 8-0.

3. Idaho State University – Bookstore Agreement

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M/S (Scoggin/Hill): I move to approve the request by Idaho State University to enter into a five-year contract to outsource ISU bookstore management to Barnes and Noble College as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

4. Idaho State University – Meridian Parking Lot Agreement

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Idaho State University to execute legal documents for Meridian parking lot project as presented in Attachments 1 and 2. A roll call vote was taken and the motion carried 8-0.

5. Idaho State University – Six Year Capital Plan Update

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Idaho State University to proceed with amending the Six Year Capital Improvement Plan to include renovations to Leonard Hall College of Pharmacy Research Labs and Offices. A roll call vote was taken and the motion carried 8-0.

IRSA

6. University of Idaho – Master of Arts, Teaching Program

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to create an online Master of Arts in Teaching in Secondary Education as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

7. University of Idaho – Material Science, Engineering Program – Discontinuance

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to discontinue the Material Science and Engineering and Metallurgic Engineering programs as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

8. University of Idaho – Master of Education and Master of Science in School Counseling Discontinuance

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to discontinue their M.Ed. and M.S. in School Counseling programs in substantial

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conformance to their program proposal as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

9. General Education Committee Appointments

BOARD ACTION

M/S (Scoggin/Hill): I move to appoint Martin Gibbs, representing Lewis-Clark State College, to the General Education Committee, effective immediately. A roll call vote was taken and the motion carried 8-0.

10. Graduate Medical Education Committee Appointments

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the reappointments of the Graduate Medical Education committee members provided in Attachment 1 for an additional five (5) year term, effective immediately and expiring on June 30, 2025. A roll call vote was taken and the motion carried 8-0.

11. Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) - Committee Appointments

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the reappointment of Robert McFarland, MD, and Jennifer Gray, MD, to the Idaho WWAMI Admissions Committee for a term of three years, effective July 1, 2020, ending June 30, 2023. A roll call vote was taken and the motion carried 8-0.

PPGA

12. State Rehabilitation Council – Appointments

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the appointments of Danielle “DR” Reff as representative of current or former applicants for, or recipients of, vocational rehabilitation services; Lynn Jorgensen and Paul Tierney as business, industry, and labor representatives; and Nathan Ogden as a representative of the disability advocacy group and to reappoint Kendrick Lester to serve his second term as a representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act for three (3) year terms effective July 1, 2020 through June 30, 2023. A roll call vote was taken and the motion carried 8-0.

SDE

13. Transportation Funding Cap Waiver

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14.

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by #061 Blaine County District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 105.33%, for a total of \$104,849 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 163%, for a total of \$113,022 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #304 Kamiah Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 113%, for a total of \$10,087 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #340 Lewiston Independent District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 114.32%, for a total of \$8,238 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #391 Kellogg Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 105.63%, for a total of \$29,590 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #401 Teton County District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 108.56%, for a total of \$76,336 in

additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

15. Emergency Provisional Certificates

M/S (Scoggin/Hill): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Charles Darrough and Rebecca Wayne, to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

At this time, President Critchfield welcomed the College of Southern Idaho's new President, Dean Fisher, whose official start date was June 8, 2020. President Fisher is replacing President Jeff Fox, who retired during the previous week after serving as CSI's President for over six years.

UNIVERSITY OF IDAHO BOARD OF REGENTS

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho Annual Report

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

C. Scott Green, University of Idaho President, presented an annual report for the University of Idaho (UI), sharing that despite facing several challenges, the UI is excelling in fulfilling their land grant university mission and recently celebrated the largest graduating class in the history of the institution.

President Green discussed the UI's ongoing response to the COVID-19 pandemic, and stated that it is anticipated that students will return to in-person courses for the fall 2020 semester, but that the UI is preparing contingency plans in the event of changes in the public health situation. He discussed that the UI has implemented a hybrid, flexible course model and is continuing to improve online course offerings in order to "meet students where they are".

The UI's annual report also provided a budget update, in which President Green discussed the measures that have been implemented in order to address the prior budget situation as well as the 5% State holdback for FY2021. He shared that the UI has taken steps including reductions to post-retirement benefits, the outsourcing of textbook sales and IT reorganization, program prioritization (eliminating and restructuring several programs), headcount reductions by means of early voluntary separations, and a mandatory employee furlough. The UI would have eliminated their budget deficit by FY2022 had it not been for the financial impacts of the COVID-19 pandemic.

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President Green also shared the results and uses of ongoing fundraising efforts, and discussed that the UI has received seven donations of \$1 million this year that will go toward student scholarships, UI's research enterprise, and cybersecurity. During the recent annual "Vandal Giving Day", the UI received \$600,000 that will be allocated to students in an effort to offset financial hardships that have occurred as a result of the COVID-19 pandemic. President Green also discussed several of UI's scholarship initiatives, including the Vandal Promise Scholarship, which is a need-based scholarship that awards up to \$5,000, and the Chobani Scholars program, which awards \$20,000 to Idaho students interested in dairy production. He also shared his praise for UI's student athletes, stating that the department posted a cumulative GPA of 3.5 during the spring 2020 semester.

The UI has seen a 1.9% increase in first-year freshman enrollment and a 2.6% increase in graduate enrollment over the last year. President Green discussed the national trend of declining enrollment as a result of the COVID-19 pandemic, but was happy to share that the UI's application rate is up 16% over last year and their admission rate is up 13% over last year. He was optimistic that recruitment events later in the summer will aid in increasing enrollment rates for the fall 2020 semester.

President Green discussed the UI's ongoing research projects, stating that the UI has reached a new record of \$113.1 million in research expenditures. He discussed two specific projects: "Dragonfly", which is a project working to send a robotic rotocraft to Saturn's largest moon, Titan, and the Center for Agriculture, Food, and Environment (CAFE), which, when completed, will be the world's largest research dairy and will support Idaho's dairy industry, which is the third largest in the nation. He also mentioned several partnerships that are involved in the UI's research programs, including Idaho Fish and Game, Idaho National Laboratory, INBRE, and the Idaho EPSCoR partnership.

Lastly, President Green discussed the UI's donor-funded marketing campaign encouraging higher education and promoting the UI, including the "Enroll Idaho" program, which touts the benefits of higher education via tours across the state. President Green also shared his appreciation for the Board's support during the past year.

Board Vice President Scoggin voiced his praise for President Green's efforts during his first year with the UI and commented on the progress that has been made in several areas. Board Member Atchley and Board President Critchfield echoed his comments.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

Prior to beginning the State Department of Education agenda, Superintendent Ybarra requested unanimous consent to move the first item, Developments in K-12 Education, to the end of the SDE agenda to support the Board’s discussion during the Work Session. There were no objections.

1. Educator Certification Standards and Review Process

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

Superintendent Ybarra introduced the item, providing the background that the legislature, the Professional Standards Commission, and the Idaho Association of Colleges for Teacher Education (IACTE) have requested a review and revision to Idaho’s initial teacher and school personnel certification standards. In response to this request, the State Department of Education (SDE) has put together a plan for the review of teacher certification and endorsements.

Supt. Ybarra then introduced Lisa Colon-Durham, Director of Certification and Professional Standards for the SDE, to discuss the plan in greater detail. Ms. Colon-Durham shared a brief summary of the review plan as well as an overview of the stakeholder workgroup meeting that took place during the prior week. The stakeholder group is comprised of representatives from various Idaho education organizations. The review plan is comprised of three phases: Phase 1-Educator Standards Review, which will review the Idaho Standards for Initial Certification of Professional School Personnel, Phase 2-Certification & Endorsement Review, which will aid in aligning the requirements with the criteria outline in IDAPA 08.02.02 (Rules Governing Uniformity), and Phase 3-Program Review and Approval Process, which will evaluate certification standards guidance and procedures for education preparation program review and approval.

During the initial stakeholder work group meeting, the goals and process of the review process were discussed and the first phase of the process was discussed. The first phase of the review process, which is expected to be completed by October 2020, is to reduce the regulatory burden for educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff.

Board Secretary Liebich inquired how the recent discussions regarding the implementation of blended learning programs and educational technology resources will be incorporated into educator training and certification. Ms. Colon-Durham responded that one of the certification standards is called “Pre-Service Technology”, which will be reviewed and revised to consider the implementation of technology and blended learning methods.

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Board Member Clark, who is a member of the stakeholder work group, shared her optimism for the upcoming results of the review process and her praise for Ms. Colon-Durham, who organized and led the work group's initial meeting.

There were no additional questions or comments from the Board.

2. Professional Standards Commission Appointments

BOARD ACTION

M/S (Ybarra/Hill): I move to appoint Dr. Jamee Nixon as a member of the Professional Standards Commission effective July 1, 2020, through June 30, 2022, representing Colleges of Letters and Sciences. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and shared that this motion is a recommendation from the Professional Standards Commission to replace Mary Flores, who is retiring; her departure would leave a vacancy on the PSC through the end of her term. The Idaho Association of Colleges for Teacher Education submitted three nominees, and recommended the appointment of Dr. Jamee Nixon, Dean of the College of Engineering, Mathematics and Science at Northwest Nazarene University.

There were no questions or comments from the Board.

3. Idaho Science Content Standards

BOARD ACTION

M/S (Ybarra/Atchley): I move to approve the technical correction to the Idaho Science Standards incorporated by reference document, approved by the Board on August 10, 2017 as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

The State Department of Education (SDE) proposed revisions to the science content standards, with the revisions being incorporated in 2017. The incorporated by reference document included the standards as well as supporting content. This motion is a technical correction to remove the supporting content, which is somewhat confusing and unnecessary. The removal of the supporting content does not change the original action of implementing the standards. Supt. Ybarra stated that it is important for the Board to acknowledge the technical correction publicly, and that the legislature is also in support of removing the supporting content.

Board Vice President Scoggin reiterated that there are no changes being made to the standards themselves, and inquired why the action is removing all supporting content rather than just the incorporated by reference document that is considered to be confusing. Supt. Ybarra discussed that Idaho is one of the only states that included the

supporting content within the standards, and that there has been confusion around whether or not it is required. She went on to say that the supporting content will still be available on the SDE website, but it will not be included in the standards to make it appear that it is required. She also clarified that the supporting content contains examples of instructional activities.

Board President Critchfield shared that she was present for the content standards hearings during the 2020 Legislative Session, and reiterated that the supporting content has nothing to do with the standards themselves. She also stated that the supporting content simply outlines the support that is available for teachers. Board Member Atchley stated that there has been confusion for the public regarding the difference between the standards and the curriculum, and that it will be helpful to show the division between the content standards and what is taught in the classroom.

Board Member Clark inquired if the Board will take the same action for the other content standards, and discussed that it would be beneficial for the standards to share the same format in the future. Supt. Ybarra stated that the Board can discuss this and take action at a later date if necessary. Board Member Keough echoed these comments and discussed that it is important to differentiate between the requirements at the State level and the local responsibilities for curriculum development.

There were no additional questions or comments from the Board.

4. Developments in K-12 Education

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

Superintendent Ybarra introduced the item and began her update by discussed the Coronavirus Aid, Relief, and Economic Security (CARES) Act. \$43 million of Elementary and Secondary School Emergency Relief (ESSER) funds have been allocated to Idaho's Local Education Agencies (LEAs) based on the allocation of 2019-2020 Title I funds. On May 8, 2020, the US Department of Education determined that new or expending LEAs and charters for the 2020-2021 school year will also be eligible to receive the funds. Distribution of the funds can be subject to change, and will be calculated in the fall. The State Department of Education (SDE) has reserved approximately \$170,000 to offset this redistribution of funds in the fall.

Supt. Ybarra also discussed additional funding that is available for public schools that will be allocated by Governor Little Coronavirus Financial Advisory Committee (CFAC) and distributed to schools who are not receiving Title I funds to assist with costs incurred for technology needs and child nutrition programs. The SDE has received \$4 million which will be distributed as follows: \$1 million for non-Title I schools (with a base amount being distributed to LEAs who did not receive a Title I allocation for the 2019-2020 school year), \$2 million for child nutrition programs, and the remaining \$1 million

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to be distributed to areas that will benefit closing achievement gaps in low-income and rural areas.

Board President Critchfield inquired about the timeline of distribution for the 90% of the ESSER funds that will be dispersed directly to the LEAs, and Supt. Ybarra stated that the funds will be distributed in approximately two weeks once the internal system is live. Board Secretary Liebich inquired about the usage of the 90% of ESSER funds and asked for clarification on their use for private school needs. Supt. Ybarra responded that Congress' intent was that states follow Title I laws, and that guidance has been given for fund distribution to private schools. She also shared that the USDE is going out for public comment, and that while the SDE has not provided any guidance yet, they are instructing districts to meet with schools interested in accessing the funds and will provide guidance once it is available.

Board President Critchfield asked for clarification on the distribution of the \$4 million in CFAC funding. Supt. Ybarra discussed that LEAs will receive an established base amount in ESSER funding, and that the SDE will utilize the CFAC funds to make up the difference for schools that fell below the base amount, and the remainder of the funds will be used to support technology needs, child nutrition programs, and closing achievement gaps in rural and low-income areas. Board Member Clark inquired if the funds will be used to reimburse districts, and Supt. Ybarra clarified that the funds will help to bridge the gap for areas of child nutrition programs not fully funded by the USDA.

Next, Supt. Ybarra shared that the SDE has secured 336-gallon barrels of hand sanitizer for each region as part of a donation from Exxon Mobil, as well as masks for staff, which will be available for distribution over the next few weeks in order to ease concerns surrounding schools reopening in the fall. Instructions for distributing the hand sanitizer will be provided to districts in the coming weeks as well.

Supt. Ybarra then discussed that the SDE is seeking to provide a Learning Management System (LMS) for LEAs who do not have the resources or opportunity to implement a robust LMS for their students. The SDE is looking at different providers and working to develop a solution in conjunction with the Governor's Digital Divide Taskforce LMS Subcommittee. The SDE hopes to have resources in place before August so that opportunities for professional development can be made available for teachers and staff.

Chris Campbell, Chief Technology Officer for the SDE, echoed Supt. Ybarra's comments and discussed how the work being done in the SDE will complement the work being done by the Digital Divide Taskforce. Mr. Campbell shared that both groups are working on an accelerated timeline, and are following the example of other states that have gone through the procurement procedures for similar systems in order to expedite the RFP process.

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Board Secretary Liebich discussed that it will be crucial to acknowledge that local school boards and superintendents are going to have to make tough decisions that are best for their districts. Supt. Ybarra agreed and discussed that the survey results provided last month have been updated, as well as the results of the CARES Act survey, and shared that a parent survey will be open through June 19, 2020 to gather feedback from parents regarding their students' needs. The survey will be available in written/verbal format for those who do not have internet connectivity.

Next, Supt. Ybarra focused her update on the content standards review for English language arts, math, and science, and reiterated her previous discussion of the work groups that will conduct the review of Idaho content standards and make recommendations for revisions that will satisfy the requests in the letter that was sent to the SDE as well at the State Board of Education by the House and Senate Education Committees in March.

Todd Driver, Director of Content and Curriculum for the SDE, shared that the SDE is responsible for conducting reviews of the English language arts, math, and science content standards. The review will be conducted by work groups comprised of 50% educators and 50% stakeholders nominated by the Idaho Education Association, the Northwest Professional Educators Association, Idaho Business for Education, the Indian Education Committee, Bluum, the Idaho Charter School Network, the Division of Career Technical Education, and the State Board of Education. The first review draft is expected to be completed by December 2020, followed by a public comment period and update to the legislature in January 2021. The second draft will then be submitted to the State Board of Education by June 2021, followed by a second public comment period, and the final recommendations will be presented to the State Board of Education in October of 2021. An interim legislative committee has also been established to ensure that the work group's recommendations are consistent with the House and Senate Education Committees' requests.

Board Secretary Liebich discussed that the work groups conducting the review should do everything possible to maintain rigor in the standards in order to ensure that all K-12 students are prepared to "go on" to higher education. Supt. Ybarra agreed and shared that she will ensure that sentiment is carried throughout the review process.

Supt. Ybarra concluded her update with an overview of the high school accountability assessments, which led the Board into the Work Session discussion. Karlynn Laraway, Director of Assessment and Accountability and Director of Communication for the SDE, discussed that Senate Concurrent Resolution No. 120, passed during the 2020 Legislative Session, directs the State Board of Education and the State Department of Education to "research options to replace the High School ISAT with another assessments such as the SAT". Ms. Laraway also provided a brief summary of previous Board considerations regarding high school assessment requirements, which included moving the ISAT to grade 11 based on a recommendation from the Accountability

Oversight Committee, removing the graduation requirement of a college entrance exam but continuing to offer the exam for all students, and removing the graduation requirement of proficiency on the ISAT but maintaining the requirement for students to take the exam.

The Every Student Succeeds Act (ESSA) requires that each state administer an assessment aligned to State standards in grade 3-8, and provides for flexibility for states to utilize a national recognized assessment once students reach high school. Ms. Laraway discussed that the earliest administration of a possible new high school assessment is spring of 2022, which would allow time for the rule making process, RFP and contracting processes, and employee training. Ms. Laraway also discussed that implementing a new accountability assessment will reset the high school accountability identification, which relies on three years of data; the next three year cycle will begin after the spring 2020 assessment. She also shared that an amendment to Idaho's ESSA plan requires stakeholder engagement as well as a submission and review/approval process. Ms. Laraway reminded the Board to consider that Federal assessment peer review is required for alignment to State standards, and that the assessment but be appropriate and accessible for all students, including students with disabilities, ESL students, and CTE pathway students. As a transition into the Work Session, Ms. Laraway asked the Board to consider the purpose of the assessment(s), what the Board is hoping the assessment(s) will measure, and what is best for the students.

There were no additional comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 11:10am (MST).

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. K-12 Education Accountability Discussion

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

Board President Critchfield introduced the item and shared that the Board has spent time discussing graduation and assessment requirements recently as feedback on ESSA data has been received. She elaborated that certain items precipitate others, and that the Board should continually revisit these items to ensure that the requirements are driving the intended outcomes.

Accountability Oversight Committee – Annual Report

Board President Critchfield discussed that the Accountability Oversight Committee (AOC) is comprised of representatives of higher education, K-12 special education, and stakeholders appointed by the Board. She then introduced Roger Stewart, Chair of the AOC, and Alison Henken, the AOC Office of the State Board of Education staff member,

who presented the AOC's annual report. The report summarized data highlights, progress toward Every Student Succeeds Act (ESSA) goals, and the AOC's recommendations. Mr. Stewart shared that the report was developed by the AOC, the Office of the State Board of Education, and the State Department of Education. He also shared that the AOC's recommendations presented during the report are based on the 2018-2019 outcomes report developed by the State Department of Education. The entirety of the AOC report, including detailed data and recommendations, can be found within the meeting agenda materials.

Board Member Clark inquired if the AOC has examined the correlation of the improvement of PSAT and SAT scores for students who used the Kahn Academy or other additional resources, and how instruction methods may have changes with the PSAT and SAT score data in mind. Mr. Stewart responded that this comparison has not been examined specifically, but Karlynn Laraway, Director of Assessment and Accountability and Director of Communication for the SDE, discussed that there has been correlation between the PSAT and the SAT. She discussed that the PSAT is an optional assessment, with only 80% opting to take it, but there is data demonstrating that there is consistent positive performance trajectory between the fall PSAT and the spring SAT. For reference, Ms. Laraway added that the Kahn Academy allows students to enter their PSAT scores and then directs them to specific activities that will assist in increasing their SAT score.

State Accountability Assessments

Board President Critchfield shared her belief that high school accountability assessments should be administered in grade 11. Board Secretary Liebich agreed, but discussed that it is valuable to have a benchmark exam score recorded during grade 10 in order to strategically prepare students for the assessment during grade 11.

Board Vice President Scoggin requested clarification on the section of the AOC report that recommended that the SAT benchmark score in Grade 12 replace the SAT benchmark score in Grade 11 as it pertains to college readiness requirements. Ms. Laraway discussed that the College Board has a vertical scale in place that sets benchmarks for the PSAT and SAT. The PSAT benchmark is appropriate for Grade 10, with a Grade 11 benchmark for the SAT, and a corresponding college readiness benchmark, which indicates the probability of a student earning a "C" or better for college coursework. Tracie Bent, Chief Planning and Policy Officer, discussed that the Board's K-20 Strategic Plan utilizes the college entrance exams as college readiness as a college readiness benchmark.

Board President Critchfield proposed that the Board and the Accountability Oversight Committee could research different assessments that are available, and determine how various assessments or assessment timelines would lend themselves to graduation and college readiness requirements. Board Member Keough agreed with Board President Critchfield, and echoed her fellow Board Members' comments during the AOC report

discussion. Board President Critchfield will work with Mr. Stewart and the AOC following the meeting to establish a timeline and deliverables for this work.

Graduation Requirements

Board President Critchfield inquired if the Board would be interested in having the AOC present recommendations for how the Board's graduation requirements can satisfy the changing needs of students. Board Members Hill, Keough, and Clark supported this, and Board Member Hill elaborated that revising the requirements would allow more flexibility for the different routes to graduation, including dual credit and Career Technical Education programs.

Board President Critchfield and Supt. Ybarra then shifted the discussion to senior math requirements, remind the Board that currently, three years of math are required for graduation, one of which must be the senior year. During the 2019 Legislative Session, there were changes that removed this requirement in statute, but the Board has not revised the requirement. Board President Critchfield discussed that there has been confusion around this requirement, and that students are inclined to take the easiest path toward satisfying the requirement. Supt. Ybarra shared that feedback from the districts has indicated that this requirement should be decided at the local level, and that the number of required credits should remain the same districts should be able to decide how the requirement is achieved.

Board President Critchfield discussed that the set graduation requirements, in general, should be reviewed, and that it would be beneficial to propose a rule change that would remove the senior math requirement in order to be consistent with the 2019 legislative action. Board Member Hill discussed that the senior math requirement was initially put in place in order to mediate the math achievement gap for college freshman, and shared his hesitation to remove the requirement. Board Member Atchley echoed Board Member Hill's comments. Board President Critchfield responded that the concern is not that math is invalid or unimportant, it is the prescriptive nature that it must be taken during the senior year.

Board Member Keough inquired if there could be pathways for students who plan to "go on" to higher education and for those who are not planning to "go on", adding there could be options for students who need college math and those who need "life math". Board Member Clark recognized that it is important to revise the Board requirements in order to reflect the 2019 legislative action, and echoed Board Member Hill and Board Member Keough's comments regarding tailoring requirements based on a student's chosen pathway. Torrey Lawrence, Interim Provost and Executive Vice President at the University of Idaho, discussed that math preparation continues to be a challenge for incoming freshman, and that continued support by means of requirements at the secondary level would be helpful.

Board President Critchfield shared that discussions during the Work Session will be used as a reference point for work group and taskforce efforts to determine next steps.

There were no additional questions or comments from the Board.

At this time the Board recessed for 30 minutes, returning at 1:00pm (MST).

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I-Human Resources

1. Chief Executive Officer Contracts

BOARD ACTION

M/S (Atchley/Clark): I move to approve Kevin Satterlee’s contract as President of Idaho State University for a three-year term commencing June 18, 2020. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Atchley/Clark): I move to approve Cynthia Pemberton’s contract as President of Lewis-Clark State College for a three-year term commencing July 1, 2020. A roll call vote was taken and the motion carried 8-0.

Board Member Atchley asked Todd Kilburn, Chief Financial Officer to discuss the item. Mr. Kilburn shared that there are no increases to the four-year institution Presidents’ salaries this year, however Kevin Satterlee, Idaho State University President, and Dr. Cynthia Pemberton, Lewis-Clark State University President were at the end of their terms, and this motion effectively extends their contracts.

There were no questions or comments from the Board.

Section II-Finance

1. FY 2021 Operating Budgets

BOARD ACTION

M/S (Atchley/Hill): I move to approve the FY2021 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, Colleges and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 1-27. A roll call vote was taken and the motion carried 8-0.

Todd Kilburn provided background for the item, sharing that the Board would normally approve operating budgets for the next Fiscal Year at this time, including line items and occupancy costs. However, due to circumstances and financial impact as a result of the

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COVID-19 pandemic, line items and occupancy costs were not able to be included without affecting other budgets. He elaborated that the day before budgets were due to the Board office, Governor Little requested a 5% holdback. Institutions and agencies will bring their budgets back to the Board for review and approval at a later date, once the budget cuts are calculated and included in the supporting agenda materials.

Board Vice President Scoggin inquired as to why the Board is acting to approve budgets that are not yet accurately represented, and shared his hesitation to approve budgets that are not yet finalized. Board Member Atchley responded that the BAHRC committee brought the budgets forward for Board recognition with the acknowledgement that they will be finalized at a later date. Matt Freeman, Executive Director, added that the Board normally approved operating budgets during the June Board Meeting in order to accommodate the start of the fiscal year on July 1.

Mark Heil, Vice President for Finance and Administration at Boise State University, discussed that the budgets could be approved as presented with the holdbacks being approved separately. Brian Foisy, Vice President for Finance and Administration at the University of Idaho, and Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University echoed Mr. Heil's comments and discussed that it would be helpful to have the base budget approved by the Board prior to the start of the fiscal year.

Board Secretary Liebich inquired as to how anticipated enrollment data will affect operating budgets. Mr. Heil shared that BSU's enrollment is expected to decrease by a small percentage. Mr. Foisy shared that enrollment at UI is expected to decrease by 5-8%, and Mr. Nelson shared that ISU shared that their budget was constructed assuming "flat" enrollment data, but enrollment data is higher than what it was this time last year. Julie Crea, Senior Budget Director at Lewis-Clark State College, shared that LCSC has been evaluating models for possible 5-20% declines in enrollment and have established contingency plans of action. Kevin Satterlee, Idaho State University President, added that ISU has contingency plans in place for circumstances where enrollment targets are achieved or not achieved.

Board Member Atchley inquired if the Board can expect a report from the institutions indicating whether or not enrollment has impacted their operating budgets. Mr. Kilburn stated that institutions are unaware of what enrollment data will reflect at this point in the year under normal circumstances, and that the uncertainty is exaggerated by the impacts of the COVID-19 pandemic.

Board Member Keough inquired about the Division of Vocational Rehabilitation's (VR) operating budget, requesting clarification on the reduction for the Community Support/Employment Services line. Jane Donnellan, State Administrator for the Division of VR, and Kean Miller, Fiscal Operations Manager for the Division of VR, explained that 6% of the general fund appropriation for the Division of VR was transferred to the

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Department of Health and Welfare and Medicaid to match the rate increase of service providers, and that the funds that were transferred were monies that would have been reverted at the end of the fiscal year. Ms. Miller added that a survey at the end of fiscal year 19 showed that a variety of services as part of the Extended Employment Services program were being paid by Medicaid, and reallocating a portion of those funds assists individuals who depend on Medicaid for long-term support services.

Board Secretary Liebich inquired if the Board approves a capital budget for each institution in addition to an operating budget, and Mr. Kilburn discussed that the Board will review a list of capital projects for presentation to the Division of Public Works during the August Board Meeting, but the Board does not approve capital budgets for the institutions.

Board President Critchfield reiterated that institutions and agencies will present a revised operating budget during a future Board Meeting to reflect the 5% holdback.

There were no additional questions or comments from the Board.

2. Board Policy – V.R. Establishment of Fees – Partial Waiver

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve a waiver of the provisions in Board Policy V.R. subsections 3.b. and 3.c. requiring the use of funds collected through student fees only be used for the purpose it was collected, effective immediately through the end of the 2020-2021 academic year. A report of all redistributions of fees under this waiver shall be submitted by each institution to the Board for the August 2021 Board Meeting. A roll call vote was taken and the motion carried 8-0.

Todd Kilburn, Chief Financial Officer, discussed that this item is a request for the Board to waive two subsections of Board Policy V.R., which requires that funds collected through student fees should only be used for the purpose for they were collected. The waiver would allow for the redistribution of student fees. Mr. Kilburn provided the example of professional fees pertaining to a program that has moved online, in which the waiver would allow the program to use fees to aid students in the new format. The motion also requires that institutions report any redistributions of fees during the August 2021 Board Meeting.

Board Member Hill inquired if the BAHHR committee should review this Board Policy to provide more flexibility for institutions, in general, without a waiver. Board Member Atchley responded that the BAHHR committee has previously discussed this and will continue to address this matter moving forward.

There were no additional questions or comments from the Board.

3. Board Policy – V.T. – Fee Waivers - Partial Waiver

BOARD ACTION

M/S (Atchley/Clark): I move to approve a waiver of the non-resident tuition caps established in Board Policy V.T.2.b. for the 2020-2021 academic year to accommodate those athletes who have been granted an additional year of eligibility by NCAA or NAIA. A roll call vote was taken and the motion carried 8-0. Todd Kilburn, Chief Financial Officer, discussed that this motion addresses two items. The motion provides an extra year of eligibility for student athletes who were affected by the COVID-19 pandemic during their 2020 seasons, and would allow institutions to expand their rosters for the next year in order to accommodate the extended eligibility under NCAA and NAIA guidelines. Additionally, the motion would provide a waiver for the cap of non-resident student athletes' fee waivers.

Board Member Atchley added that this is a one-time waiver to provide flexibility for the institutions, and that there are very few students who will be affected since many seniors who graduated in spring 2020 have opted not to return in the fall to participate in their sport.

There were no additional questions or comments from the Board.

4. Board Policy – V.X. – Intercollegiate Athletics - Partial Waiver

BOARD ACTION

M/S (Atchley/Keough): I move to approve a waiver of the caps for athletics spending from State General Funds and Institutional Funds established by Board Policy V.X.3. for the 2020-2021 academic year only to accommodate those athletes who have been granted an additional year of eligibility by NCAA or NAIA. A report on the utilization of the waiver is to be provided to the Board at the August 2021 meeting of the State Board of Education. A roll call vote was taken and the motion carried 8-0.

Todd Kilburn, Chief Financial Officer, explained that in order to accommodate the extended eligibility for the next year (which was approved during the previous motion), the Board is being asked to waive caps for athletics spending for scholarships. He added that a report on the utilization of the waiver will be provided to the Board during the August 2021 Board Meeting.

There were no comments or questions from the Board.

5. University of Idaho – Disposal of Real Property – Caine Center

BOARD ACTION

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M/S (Atchley/Keough): I move to approve the request by the University of Idaho to authorize sale of the Caine Center building and surrounding land for a total purchase price of \$800,000.00 under the terms and conditions set forth in the Purchase and Sale Agreement, Attachment 1, in the materials submitted to the Board; and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents therefor. A roll call vote was taken and the motion carried 8-0.

Board Member Atchley introduced the item and asked Brian Foisy, Vice President for Finance and Administration at the University of Idaho, to provide background. Mr. Foisy reminded the Board that the UI College of Agricultural and Life Sciences closed the Caine Center in 2016 with the goal of reallocating resources to other programs. The Board approved the disposal of the property in 2017 with the intention of selling the property by means of public auction through the Department of Public Lands. However, the estimated sale price of the land and the building was lower than anticipated, and the UI opted to pursue marketing and private sale of the property. In June of 2019, the Board approved the sale of 27 of the 40 acres of the land for approximately \$540,000. This motion asks for Board approval to sell the remaining 13 acres of land and the building on the property for a sale price of \$800,000.

There were no additional questions or comments from the Board.

6. University of Idaho - Planning and Design Authorization – Idaho Center for Plant and Soil Health

BOARD ACTION

M/S (Atchley/Clark): I move to approve the request by the University of Idaho to implement the Planning and Design phases of the proposed Idaho Center for Plant and Soil Health Facility, with a projected total cost of \$7,000,000, as described in the materials submitted to the Board. Planning and design authorization is provided at \$780,000, including the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phases of the project. A roll call vote was taken and the motion carried 8-0.

Brian Foisy, Vice President for Finance and Administration at the University of Idaho, discussed that this item requests Board authorization for the planning and design phases for the Idaho Center for Plant and Soil Health in Parma, Idaho. The center will replace and outdated existing facility in the same location.

Board Vice President Scoggin inquired if this center will require demolition or the acquisition of new real estate. Mr. Foisy responded that the new center will be built at the same location, requiring no new real estate, and Scott Green, University of Idaho

President, added that the center will replace the double-wide trailers currently located on the property with new buildings.

There were no additional comments or questions from the Board.

At this time, Board President Critchfield thanked Board Member Atchley for her service as BAHR Committee Chair, and recognized Board Member Hill, who will be taking over that role.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.E. – Certificates and Degrees – First Reading

BOARD ACTION

M/S (Clark/Atchley): I move to approve the first reading of the proposed amendment to Board Policy III.E. Certificate and Degrees as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Adrian San Miguel, Program Services Coordinator for the Division of Career Technical Education, discussed that this amendment would provide an opportunity for individuals who already hold a degree or certificate to pursue a specialized certificate. Board Member Hill inquired why the specialized certificates require a separate category, and Mr. San Miguel responded that it provides an opportunity to recognize additional skillsets and professional certifications.

There were no additional questions or comments from the Board.

2. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading

BOARD ACTION

M/S (Clark/Scoggin): I move to approve the first reading of proposed amendments to Board Policy III.Z., Planning and Delivery of Postsecondary Education, as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Clark introduced the item, and asked TJ Bliss, Chief Academic Officer, to provide details. Mr. Bliss discussed that there is a list of programs within the policy and if a program name changes, the change must be approved by the Board so that the change is mirrored within the policy. He added that this is the first reading of the policy, and it will be brought back with revisions for a second reading during the August 2020 Board Meeting.

There were no questions or comments from the Board.

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At this time, Board President Critchfield thanked Board Member Clark for her service as IRSA Committee Chair, and recognized Board Member Liebich, who will be taking over that role.

3. Board Policy III.G. – Postsecondary Program Approval and Discontinuance – Waiver of Program Modification Requirements

BOARD ACTION

M/S (I): I move to waive the requirement for a full proposal in Board Policy III.G.d and 4.d for modifications to academic programs, career technical programs, and instruction and administrative units until June 30, 2021. In lieu of full program proposal requirement, institutions will use the letter of notification process during this time period.

The Board opted to take action on this item at a future Board Meeting in order to revise the motion's verbiage prior to Board approval.

TJ Bliss, Chief Academic Officer, discussed that this item provides flexibility for institutions to modify programs by means of letters of notification rather than via full program proposals until June 30, 2021. Mr. Bliss stated that this flexibility will be important as institutions revise program delivery methods as a result of the COVID-19 pandemic. He also added the revision allows for the Executive Director to request a full program proposal if necessary, and that any modifications to programs relating to an institution's statewide responsibility will still require a full program proposal.

Board Member Clark and Mr. Bliss requested that the Board take action on this item during a future Special Board Meeting in order to revise the language of the motion to include the exemption of programs that relate to an institution's statewide responsibility.

There were no additional questions or comments from the Board.

4. Board Policy III.Q. – Admission Standards, College Entrance Exam – Requirements – Waiver of College Entrance Exam Admission Requirements

BOARD ACTION

M/S (Clark/Scoggin): I move to waive Board Policy III.Q.4.a, the college entrance exam score as an Idaho public postsecondary minimum admissions requirement, for students seeking admission for the 2020-2021 academic year. A roll call vote was taken and the motion carried 8-0.

Board Member Clark discussed that during the March 27, 2020 Special Board Meeting, the Board took action to waive the college entrance exam as a graduation requirement for students graduating during the spring 2020 semester. This item waives the college

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entrance exam score as an Idaho public postsecondary minimum admissions requirement for students seeking admission for the 2020-2021 academic year.

Board Vice President Scoggin inquired if an institution may still keep the requirement in place, even if the Board has waived the requirement. Mr. Bliss responded that yes, an institution may keep the requirement if they wish to do so.

There were no questions or comments from the Board.

5. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – Waiver of Requirement to Update Three Year Plans

BOARD ACTION

M/S (Clark/Keough): I move to waive the requirement in Board Policy III.Z.2.a.i. that the three year plan be reviewed and approved by the Board at the August 2020 Board Meeting. A roll call vote was taken and the motion carried 8-0.

Board Member Clark discussed that this item provided flexibility to institutions in regard the review and approval of three-year plans. TJ Bliss, Chief Academic Officer, stated that, typically, institutions draft their three-year plans in March for presentation to the Board approval in August. This motion provides additional time for institutions to make revisions to their three-year plans that may be necessary due to the impacts of the COVID-19 pandemic.

There were no questions or comments from the Board.

6. Higher Education Research Council Annual Update
This item was provided in the agenda materials as an information item.

TJ Bliss, Chief Academic Officer, discussed that the Higher Education Research Council (HERC) is responsible for providing approximately \$4.2 million each year to institutions for research programs, and it is required by policy that an annual report is provided by the Board. Harold Blackman, Vice President of Research at Boise State University and Chair of the Higher Education Research Council, presented the annual report. Mr. Blackman discussed that the mission of the HERC is to strengthen research capabilities at the four-year public higher education institutions while contributing to economic development in the State of Idaho. The HERC is comprised of the Vice Presidents of Research from each of the four-year institutions, as well as industry representatives from Alturas Analytics, JR Simplot Co., and Idaho National Laboratory.

Mr. Blackman began the report by discussing one of the main focuses of the HERC, research infrastructure, which encompasses funding to support science, engineering, and other research infrastructure. The HERC's FY2019 budget for research infrastructure was \$950,000, funding several large research program line items for

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Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College that contributed to start-up funds for new hires, facility technician support, and equipment and hardware upgrades.

Mr. Blackman then discussed undergraduate research, for which the HERC provides funding to support students in research projects and travel to conferences. The HERC provided approximately \$185,000 in FY2019 and supported 67 undergraduate students. Mr. Blackman also discussed the Idaho Conference on Undergraduate Research (ICUR), which hosted 422 attendees from 48 different organizations and institutions in FY2019. This year's ICUR will be held July 23-24, 2020 via a virtual platform.

Next, Mr. Blackman provided an overview of the Idaho Global Entrepreneurial Mission Fund (IGEM), which is a "competitive grant program used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth." IGEM funds 1-3 year grants of up to \$700,000 per year. In FY2019, IGEM grants awarded approximately \$2.1 million to fund 4 projects, including one project at Boise State University, one project at Idaho State University, and two projects at the University of Idaho. UI's projects are focused on sustaining the competitiveness of the food industry in Southern Idaho by means of integrated water, energy and waste management, and on the cellulosic 3D printing of modular building assemblies. BSU's project is focused on nucleic acid memory, and ISU's project is focused on disaster response for complex emergency responders in Idaho.

Then, Mr. Blackman discussed the incubation fund grant program, which is a competitive grant program used to develop research and infrastructure, promote STEM education, and foster innovation and technology. The program funds 1-year grants of up to \$75,000, and funded \$225,000 for 3 projects during FY2019.

The final component of the report summarized the FY2020 HERC budget allocation, which Mr. Blackman outlined as follows:

- Idaho Global Entrepreneurial Mission Fund (IGEM) - \$2,066,500
- Infrastructure Funds - \$850,000
- Matching Grants, Experimental Program to Stimulate Competitive Research (EPSCoR) - \$800,000
- Incubation Fund - \$244,670
- Undergraduate Research - \$217,000
- Administrative Costs - \$2,700

Board Secretary Liebich inquired where the HERC budget rolls up to, and Tracie Bent, Chief Planning and Policy Officer explained that the appropriation is through the State Board of Education, Colleges and Universities budget under the system-wide needs line item.

There were no additional questions or comments from the Board.

At this time the Board recessed for 10 minutes, returning at 3:05pm (MST).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Institution and Agency FY2021 – FY2025 Strategic Plans

BOARD ACTION

M/S (Hill/Atchley): I move to approve the FY2021 – FY2025 strategic plans as submitted in Attachments 1 through 12 and delegate the approval of the special and health program strategic plans to the Board’s Executive Director. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item, and mentioned that the plans themselves are not strategic but are part of each institution’s functions and strategies, as required by the Division of Financial Management. Tracie Bent, Chief Planning and Policy Officer, discussed that the plans for the institutions and agencies have been reviewed and fall under the umbrella of the Board’s K-20 Strategic Plan. She added that if the Board makes changes to their K-20 Strategic Plan, the plans for the individual institutions and agencies will not change until the next cycle, and that the plans are reviewed to ensure that they meet the statutory requirements set by the Board.

Normally, the Board approved 23 strategic plans, but this motion delegates the approval strategic plans for special and health programs to Matt Freeman, Executive Director.

Board Secretary Liebich discussed the K-12 strategic measurements and inquired how those types of benchmarks relate to higher education. Ms. Bent responded that the benchmarks are set by the institutions and are derived from the Board K-20 Strategic Plan.

There were no additional questions or comments from the Board.

3. 2021 Legislative Ideas

BOARD ACTION

M/S (Hill/Liebich): I move to approve the Legislative Ideas 1-9 in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board Meeting and July submittal deadline as necessary through the Governor’s legislative process. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide background for each of the proposed legislative ideas for

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presentation during the 2021 Legislative Session. Ms. Bent stated that the ideas presented in the agenda materials are derived from stakeholder groups or from the Governor's K-12 Taskforce, which convened last year. Ms. Bent outlined the proposed legislative ideas as follows:

1. Amend Section 33-1001, Idaho Code – definitions related to the Career Ladder
2. Amend Section 33-1201A, Idaho Code – clarify compact reference, “Compact state other than Idaho” for endorsements tied to the Career Ladder
3. Amend Section 33-512, Idaho Code – expand required administrator evaluation language to reference minimum metrics as part of evaluation: Grade 3 literacy, Grade 8 mathematics, and high school graduation rate
4. Add new section, setting training expectation for local boards of trustees
5. Literacy Intervention – amend existing literacy intervention statutory requirements to move to a single chapter of Idaho Code and update language based on Task Force recommendations
6. Funding Flexibility – Amendments would retain line item funding for college and career advisors, Advanced Opportunities, and literacy intervention line items, with the aim of making important updates to improve their effectiveness and accountability and collapse some statutory line items to provide more financial flexibility for local school districts and charter schools
7. Amend Section 33-201, Idaho Code – provide flexibility for parents and schools to enroll students near the minimum school age definition when determined at the local level that the student is ready
8. Amend Section 33-515, Idaho Code – remove the requirement to receive a Professional Endorsement to eligible for a continuing contract
9. Amend Section 33-1006, Idaho Code – amend transportation funding reimbursement and contracting to be able to respond in times of crisis long-term

Board Member Hill stated that the Board can opt to approve some, all, or none of the proposed ideas. Board President Critchfield added that approval of these ideas would allow Board Staff to develop more thorough proposals and provide in-depth background on the items prior to bringing the ideas before the legislature.

Board Vice President Scoggin requested clarification on the sixth item on the list regarding funding flexibility for college and career advisors, Advanced Opportunities, and literacy intervention line items. Ms. Bent elaborated that amendment would allow for the consolidation of line items that do not necessarily lend themselves toward broader statewide priorities, such as literacy proficiency.

Superintendent Ybarra stated that the seventh item on the list pertaining to the definition of school age was a point of contention during the previous year, and voiced her concern over methods for assessing students who did not meet the deadline. Ms. Bent responded that the proposal would designate the assessment to the discretion of the Local Education Agency. Board Member Clark discussed that a different approach for

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assessment for each LEA could cause conflicts. Board President Critchfield suggested a survey for the LEAs to gauge the need for legislative action.

Board Member Keough inquired about the verbiage of the motion, and Ms. Bent clarified that, once approved, the list would be presented to Governor Little's office, and then those staff members would recommend which items should move forward for presentation to the legislature.

There were no additional questions or comments from the Board.

4. IDAPA 47.01.01 – Temporary/Proposed Rule – Vocational Rehabilitation Programs

BOARD ACTION

M/S (Hill/Scoggin): I move to approve Temporary and Proposed Rule Docket No. 47-0101-2001 as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide a summary. Ms. Bent reminded the Board that Idaho Administrative Code, IDAPA 47.01.01 was not extended by the legislature and expired on June 30, 2019. During the November 26, 2019 Special Board Meeting, the Board approved a temporary rule reestablishing the rules for the services provided by the Idaho Division of Vocational Rehabilitation, allowing the division time to collaborate with stakeholders and complete revisions of the rules governing those programs. This motion prompts the Board to approve temporary and proposed rules which will move through the formal rule making process and be forwarded for approval during the 2021 Legislative Session.

There were no questions or comments from the Board.

5. Board Policy IV.E. – Partial Waiver – Quality Program Grants

BOARD ACTION

M/S (Hill/Scoggin): I move to waive the Idaho Agricultural Education Quality Program Standards indicators 3.4, 5.4, and 6.6 for the FY2021 grant award cycle. A roll call vote was taken and the motion carried 8-0.

Clay Long, State Administrator for the Division of Career Technical Education, provided background information for the item, explaining that because of the impacts of the COVID-19 pandemic, several of the Idaho Agricultural Education Quality Program Standards were not able to be met. This item allows for the Board to waive several of the quality indicators (3.4-Business Safety Inspection, 5.4-FFA Chapter Participation, and 6.6-Follow-up Data) for the FY2021 grant award cycle. Mr. Long clarified that data

from FY2020 is used to determine funding for the FY2021 grant award cycle, and this motion would allow the use of FY2019 data.

There were no questions or comments from the Board.

6. Career Technical Education –IDAPA 55.01.03 Career Technical Schools - Partial Waiver

BOARD ACTION

M/S (Hill/Keough): I move to waive the requirement in IDAPA 55.01.03.104 providing flexibility in the enrollment year used in determining the distribution of the career technical school added cost funds through fiscal year FY2021. A roll call vote was taken and the motion carried 8-0.

Clay Long, State Administrator for the Division of Career Technical Education, discussed that the Board granted a waiver in March for Board Policy IV.E.7, which effectively waived the requirement for secondary programs to administer workplace readiness assessments and technical skills assessments for Career Technical programs for the remainder of the 2019-2020 school year. This motion asks the Board to waive this reporting requirement and utilize data from FY2019 as it relates to the distribution of Career Technical School added cost funds for FY2021.

There were no questions or comments from the Board.

7. CARES Act Funding

BOARD ACTION

M/S (Hill/Scoggin): I move to approve use of the ESSER 10% SEA reserve funds towards grants to local education agencies and for funding for professional development; and to forward a request from the Coronavirus Financial Advisory Committee funding for grants to local education agencies and creation of a public postsecondary digital campus totaling \$34 million; and to forward an additional recommendation to the Governor for GEER funding use as identified in Handout 1. *This motion was withdrawn by Board Member Hill, and the motion to withdraw was seconded by Board Vice President Scoggin.*

M/S (Hill/Clark): I move to approve use of the ESSER 10% SEA reserve funds towards grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely; to request from the Coronavirus Financial Advisory Committee funding for grants to local education agencies and creation of a public postsecondary digital campus totaling \$34 million; and to forward an additional recommendation to the Governor for GEER funding use as identified in Handout 1. A roll call vote was taken and the motion carried 8-0.

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Board Member Hill introduced the item and prefaced several items that the Board needed to discuss, including:

- The minimum amount of funds to be distributed to non-Title I schools
- Proposed utilizations for the Elementary and Secondary School Emergency Relief (ESSER) State Education Agency (SEA) Reserve (\$4.8 million)
- Proposed utilizations for the funding request for Governor Little’s Coronavirus Financial Advisory Committee (CFAC)
- Proposed utilizations for the remainder of the Governor’s Emergency Education Relief (GEER) funding

As Superintendent Ybarra discussed during the “Developments in K-12 Education” as part of the State Department of Education’s agenda, the minimum amount of funds for distribution to non-Title I schools has been raised to approximately \$34,000. Board Member Clark shared her belief that this amount is adequate based on the applicable districts’ enrollment data. Supt. Ybarra added that the amount was based on feedback from the districts as well as a comparison to other states’ models for fund distribution.

Board Member Hill then directed the Board Members’ attention to the fact that a “Statewide Blended Learning Model” is a proposed item for each of the three columns of funds. Board President Critchfield stated that since the Board was made aware of funds being distributed, the Board has spent a considerable amount of time discussing priorities and potential uses of the funds during the recent Special Board Meetings held Monday afternoons. Board Secretary Liebich, who is co-chairing the Digital Divide Taskforce, shared that the goal of the taskforce is to address the achievement gaps that have been widened with the implementation of blended and virtual learning as a result of the COVID-19 pandemic. He added that blended learning will likely be a new normal moving forward until a vaccine is developed for the Coronavirus.

Board Member Liebich discussed that the Digital Divide Taskforce is comprised of representatives from the statewide K-12 system as well as private industry. The taskforce is co-chaired by Greg Wilson, Senior Policy Advisor to Governor Little. Board Member Liebich stated that the initial focus of the taskforce, who met for the first time last week, is to consider how the private industry can be engaged to support Idaho’s public education system. He also directed the Board Members to the three remaining funding sources, including the remaining 10% of the ESSER SEA funds, the CFAC funding, and the GEER funding. An outlined of the proposed uses for these funds is provided in the meeting agenda materials.

Superintendent Ybarra inquired if Board Secretary Liebich was suggesting that the remaining ESSER SEA funds be used for grants to the Local Education Agencies (LEAs). Board Member Liebich responded that the LEAs could potentially apply for grants for professional development, devices, or other necessary areas of the proposed blended learning model. Supt. Ybarra agreed that devices and connectivity are crucial

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elements of the system, but discussed that she strongly believes that all districts should benefit from the funds and prefers to utilize those funds to develop an effective Learning Management System (LMS).

Board Member Clark discussed that the funding uses proposed by Board Member Liebich and Supt. Ybarra are not mutually exclusive. She added that there was discussion during the K-12 Emergency Council meetings where the districts indicated that they would like to be able to apply for grants for certain intended uses. Board Member Clark also shared that she supports the Board's initiative to create and implement a Blended Learning Model, but feels that the 10% ESSER SEA reserve should be distributed to the districts as soon as possible.

Board Member Keough echoed Board Member Clark and Supt. Ybarra's comments, and reiterated that an LMS is beneficial in conjunction with the other proposed initiatives. She also shared that CFAC passed a recommendation that would allocate \$50 million to address the first, middle, and last "miles" of providing connectivity; these funds would also apply to the districts. Board Member Keough inquired if the proposed \$30 million CFAC funding request is sufficient.

Board Secretary Liebich agreed with Board Member Keough, and discussed the survey results that indicated the quantity of devices that will be necessary. Mr. Wilson discussed that the proposed \$30 million CFAC funding request was arrived at based on the survey results as well as the assumption that the monies could be supplemented by other areas of funding. Board Member Keough stated that the CFAC committee would meet the following day, and emphasized that the Board needed to act quickly in order to request the funds.

Board President Critchfield shared her previous assumption that the 10% ESSER SEA reserve funds would be distributed to the districts, but now understands that the Board can determine what those funds are specifically and strategically used for. Board Secretary Liebich discussed that the main priority should be positioning LEAs for an effective reopening utilizing a blended learning model in the fall, and that the Board has the ability to make a strategic investment to assist with that. Supt. Ybarra discussed that it will be difficult to remain consistent and equitable if grants are utilized to distribute the remaining ESSER SEA funds. She added that she is concerned that districts will not be motivated to apply for grants considering the extra responsibilities that have been added as a result of the impacts of the COVID-19 pandemic.

Board Member Hill refocused the conversation by inquiring if the possible \$30 million CFAC funding request. Mr. Wilson shared that he feels \$30 million is an appropriate request for CFAC, and Board Member Hill called attention to the additional \$4 million request for CFAC to be utilized for a Higher Education Digital Campus. TJ Bliss, Chief Academic Officer, gave a brief overview of the goals of the Digital Campus initiative and discussed that it was a recommendation from the Higher Education Taskforce in 2017.

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Board Member Hill discussed that there will be upcoming changes and restructuring at all levels of the public K-20 education system, and that it is important take advantage of this opportunity to implement effective changes. Board Member Atchley echoed these comments, and shared that it is important to support postsecondary institutions in this manner so that students located anywhere in the state are able to take courses from any of Idaho's public institutions of higher education.

Board Member Hill discussed that, based on Mr. Wilson's recommendations as well as the overview of the Higher Education Digital Campus, the Board should request \$34 million from CFAC. He then shifted the conversation back to the proposed utilization of the 10% ESSER SEA reserve, reminding the group that Supt. Ybarra is in favor of focusing on implementing an LMS. Board Secretary Liebich reiterated that the LMS will be a major component of the proposed blended learning model. He also shared that the benefit of a grant process for distribution of the 10% ESSER SEA reserve would prompt districts to focus on the intended implementation methods for the components of the blended learning model.

Following Board Member Hill's initial motion, Board Member Clark discussed that the element of social-emotional health support must be included in the motion. Board Member Hill opted to withdraw the motion in favor of revision to include verbiage regarding the inclusion of social-emotional health support.

Board Member Atchley requested unanimous consent to recognize that the component of a Learning Management System is essential to all items discussed as part of the proposed blended learning model. There were no objections.

There were no additional questions or comments from the Board..

Before the Board adjourned, Matt Freeman, Executive Director, voiced his appreciation for Board Member Atchley for her years of service. Board Member Atchley's term expires at the end of June and she has chosen not to seek reappointment. She has served two full terms as a Board Member, including two non-consecutive terms as Board President. Board President Critchfield echoed Mr. Freeman's comments.

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

BOARD ACTION

M/S (Atchley/Scoggin): I move to adjourn the meeting at 4:54pm (MST). The motion carried 8-0.



**SPECIAL BOARD MEETING
June 29, 2020
Office of the State Board of Education**

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, June 29, 2020. 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
Andy Scoggin*, Vice President
Kurt Liebich, Secretary
Linda Clark

Emma Atchley
Shawn Keough
Dave Hill

Absent

Sherri Ybarra, State Superintendent

*Except where noted

Monday, June 29, 2020, 3:00 p.m. (MST)

Prior to discussing the agenda items, Board President Critchfield explained that Board Member Clark would address the Instruction, Research, and Student Affairs (IRSA) items and Board Member Hill would address the Planning, Policy and Governmental Affairs (PPGA) items, since the items on the agenda were prepared prior to the new Board Committee Chairs being appointed. Moving forward, Board Member Liebich will serve as the IRSA Chair, Board Member Clark will serve as the PPGA Chair, and Board Member Hill will serve as the Business Affairs and Human Resources (BAHR) Chair.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. Postsecondary Program Approval and Discontinuance – Partial Waiver

BOARD ACTION

M/S (Clark/Hill): I move to waive through June 30, 2021 the requirements in Board Policy III.G.3.c and III.G.4.b that institutions submit proposals for

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modifications to academic and career technical programs to the Board office for approval for those modifications with a fiscal impact of less than \$250,000, and instead require that the institutions submit requests for approval for this type of modification to the Executive Director. Modifications that result in the expansion of existing program offerings outside of an institution's designated service region are not affected by this waiver. A roll call vote was taken and the motion carried 6-0. Board Vice President Scoggin and Superintendent Ybarra were absent from voting.

Board Member Clark introduced the item and explained that it was brought before the Board during the Regular June 2020 Board Meeting, held on June 10, but no action was taken in order to revise the motion's verbiage prior to Board approval.

During the Board Meeting held on June 10, TJ Bliss, Chief Academic Officer, outlined that this item provides flexibility for institutions to modify programs by means of letters of notification rather than via full program proposals until June 30, 2021. Mr. Bliss stated that this flexibility will be important as institutions revise program delivery methods as a result of the COVID-19 pandemic. He also added the revision allows for the Executive Director to request a full program proposal if necessary, and that any modifications to programs relating to an institution's statewide responsibility will still require a full program proposal.

There were no questions or comments from the Board.

2. Higher Education Research Council Appointment

BOARD ACTION

M/S (Clark/Atchley): I move to appoint Ms. Heather Messenger and Ms. Eileen Barber, and to re-appoint Ms. Robin Woods, as non-institutional representatives to the Higher Education Research Council, effective immediately and expiring June 30, 2023. A roll call vote was taken and the motion carried 6-0. Board Vice President Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Atchley): I move to appoint Dr. Marianne Walck to the Higher Education Research Council as the representative from the Idaho National Laboratory, effective immediately. A roll call vote was taken and the motion carried 6-0. Board Vice President Scoggin and Superintendent Ybarra were absent from voting.

Board Member Clark introduced the item and shared that the Higher Education Research Council (HERC) provides guidance to Idaho's 4-year, public institutions of higher education with regards to research and the implementation of the Board's research policy. Board Member Clark stated that a list of HERC members is included in the agenda materials, noting that several of the individuals are members by virtue of

their designated positions at the institutions. This motion approves the appointment of individuals to fill the non-institutional and Idaho National Laboratory (INL) positions on the HERC.

Board President Critchfield stated that the Board addressed this item during this particular Special Board Meeting since there were two other items already on the agenda, and shared that this action will allow the HERC to remain fully staffed with no lapse in member terms.

There were no questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

3. Digital Campus Update

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

Board President Critchfield introduced the item, and explained that Board Member Keough, a member of Governor Little's Coronavirus Financial Advisory Committee (CFAC), presented the Board's \$34 million funding request for blended learning initiatives and a proposed higher education "digital campus" during last week's CFAC meeting. The CFAC unanimously supported the request and Governor Little signed the request shortly thereafter.

Board Member Hill provided background on the item, reiterating that \$4 million of the \$34 million CFAC request was designated for a "digital campus". In light of the uncertainty stemming from the COVID-19 pandemic, the Board asked Gordon Jones, Dean of the College of Innovation and Design at Boise State University, to collaborate with Dr. TJ Bliss, Chief Academic Officer, and Jonathan Lashley, Associate Chief Academic Officer to consider a strategic approach to remote learning as well as the online delivery of courses and academic resources for higher education in Idaho. Additionally, Board Member Hill shared that Dr. Cynthia Pemberton, Lewis-Clark State University President, and her staff evaluated the current remote learning opportunities for Idaho's higher education institutions.

Board Member Hill added that the purpose of this item is to discuss options without immediate obligation for the Board to approve the implementation of one of the proposed models.

Board Vice President Scoggin joined the meeting at 3:12pm.

Dr. Bliss shared a presentation outlining two prospective models developed by the work-group, prefacing the discussion by stating that the objective of the group was to explore the concept of a "digital campus" that would deliver a low-cost, high-quality, online educational experience to Idahoans, regardless of their location. The group

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agreed that proposed models for a “digital campus” would need to be viable, desirable, and feasible, and eventually narrowed their focus to two proposed models: “New U” and “Idaho Online”.

Dr. Bliss discussed that “New U” would be an online-only, public postsecondary institution with an accessible, affordable, accountable student-centric approach. The “New U” would essentially be added as a ninth public institution of higher education in Idaho. Board Member Hill inquired if there are any comparable models, and Dr. Bliss responded that Western Governors University, a private, online university based out of Salt Lake City, Utah, follows a similar model. The concept of “New U” was drafted based on the ideal that a separate institution could potentially meet specific affordability, content, delivery, and credentialing needs that Idaho’s other institutions do not or are unable to meet. Dr. Bliss emphasized that “New U” would be independent of Idaho’s other institutions.

Dr. Bliss then discussed “Idaho Online”, which would utilize resources and curriculum developed by Idaho’s current institutions to create a federated course sharing marketplace and Adaptive Knowledge Enterprise. The key foundations of the “Idaho Online” model revolve around universal access, affordability, and value. Dr. Bliss compared the “Idaho Online” model to programs such as “Open SUNY”, “BYU Pathway Worldwide”, “UMass Online”, and “Unizin”. The concept of “Idaho Online” was drafted with the goal of new efficiencies for delivery emerging from fortifying and consolidating current online courses, faculty, resources, and support from Idaho’s higher education institutions.

Board Member Hill pointed out that “stackable” certificates were mentioned as part of the composition of both models, and voiced his support for certificates as they could possibly assist students who are place-bound or economically disadvantaged. He also mentioned a conversation with Clark Gilbert, former President of Brigham Young University (BYU)-Idaho and current President of “BYU Pathway Worldwide”, and asked Mr. Bliss to discuss the program. Dr. Bliss stated that “BYU Pathway Worldwide” is similar to the proposed “Idaho Online” model in that it is dependent on BYU-Idaho to provide the programming and course content.

Board Vice President Scoggin noted that the cost to develop a credit hour for “BYU Pathway Worldwide” is approximately \$44.00, with students paying \$75.00 per credit hour. He also discussed staffing, sharing that there are approximately 100 staff members and roughly 400 adjunct faculty members that deliver instruction. Board Vice President Scoggin added that the “BYU Pathway Worldwide” model is similar to the “New U” model with the component of the program’s dependence on BYU-Idaho to maintain accreditation.

Board President Critchfield discussed that Dr. Bliss’s presentation represents two months of collaboration with Mr. Jones and Dr. Lashley, and added that the group’s

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work had no pre-determined outcome, but rather the objective to build upon previous Board conversations regarding statewide needs for digital learning. She also reiterated that this agenda item is conversational and informal, but said that the Board should be prepared to assist with development and make decisions regarding the proposed “digital campus”, particularly in terms of governance, in the coming weeks.

Board Member Atchley discussed that a “digital campus” was the primary recommendation of the Affordability and Accessibility Subcommittee of the past Higher Education Taskforce, and voiced her support for the idea. She inquired what would become of the online courses that are currently being taught at Idaho’s higher education institutions, and Board Member Hill stated that each institution would continue to deliver online and hybrid courses where they see fit, and the addition of a “digital campus” would provide supplemental education opportunities for students.

Board Member Atchley also inquired about the component of the “digital campus” models that would allow for “New U” or “Idaho Online” to request coursework from the institutions, and asked if the current institutions are able to request coursework from their peers. Dr. Bliss responded that this is a possibility, and provided the example of Harvard providing coursework to Boise State University through a specific accreditation process.

Board Member Keough discussed that her presentation to the CFAC outlined that the proposed “digital campus” would be centered on current institution offerings and resources, with new online access for students as a “one stop shop”. She voiced her concern that what was presented to the CFAC is different than what was presented by Dr. Bliss in terms of the “New U” model, and added that the timeframe is not appropriate to establish a new institution. Board Member Clark echoed these comments, and shared her concern about the optics of considering the addition of a new institution with the current shortage of financial resources; she also added that the establishment of a ninth institution does not lend itself to the ideal of “systemness” that the Board has encouraged among the current institutions.

Board President Critchfield addressed Board Member Keough’s concerns, and discussed that the Board’s Executive Committee decided that the system-wide approach presented in the “Idaho Online” model would be the most efficient and cost-effective to establish, and stated that she felt it would be helpful for Dr. Bliss to present both models to demonstrate that multiple options have been explored prior to the presentation. She added that the two models may not be mutually exclusive, and that the Board could possibly establish a hybrid model in the future.

Board Secretary Liebich voiced his support for the “Idaho Online” model as the most effective first step, and echoed Board President Critchfield’s comment that the Board could potentially implement elements of the “New U” model in the future. Board Member Hill agreed, and added that the Board should consider how a “digital campus” will

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benefit Idahoans who are place-bound or economically disadvantaged, and not just the role it will play in the response to the COVID-19 pandemic. He also added that the implementation of one of the models would build upon the current online and hybrid offerings of the institutions.

President Pemberton asked the Board to consider a third option, which she stated would be very similar to the “Idaho Online” model. She shared that she has worked with Dr. Rick Aman, College of Eastern Idaho President, and the staff at CEI to evaluate the current online and hybrid course offerings for Idaho’s public higher education institutions. She shared that, within two months, they have been able to identify an inventory of the current online course offerings and available student resources. The third model would emphasize the current course offerings and resources and utilize supplemental funds to build out increased infrastructure and supports, create an online marketplace, and maintain the infrastructure in the future.

Board Vice President Scoggin inquired what the average cost per credit would be for the proposed third model. President Pemberton stated that that cost has not yet been established, and discussed that the current cost per credit at the various institutions could be utilized to establish this. Board Member Keough inquired how the concept of “stackable credits” could be incorporated into this model, and President Pemberton responded that that would be one of the items that would need to be discussed moving forward.

Amanda Logan, Executive Liaison at the College of Eastern Idaho, shared that President Aman strongly echoed President Pemberton’s comments.

Dean Fisher, College of Southern Idaho President, also echoed President Pemberton’s comments. President Fisher previously worked with “Open SUNY”, which closely mirrors the “Idaho Online” model, and discussed that the “Idaho Online” model has considerable viability.

Dr. Marlene Tromp, Boise State University President, referenced her previous experience at Arizona State University, which has a strong online program called “ASU Online”. She stated that “ASU Online” is part of ASU, rather than being separate, and added that its scale would be similar to the end result of collaboration among the institutions to establish the “Idaho Online” model.

Board Secretary Liebich inquired how the online marketplace is constructed and maintained, and how one of the proposed models would be implemented and maintained for Idaho. President Fisher discussed that the SUNY System Office maintains the online marketplace and the registrars at each of the institutions upload the data and course information on a regular basis. He added that an individual could utilize the system to search for a particular course, and the system would outline the available course offerings at each institutions, the individual’s compliance with course pre-

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requisites, and the necessary processes for the individual to register for that course. Dr. Bliss stated that there is an extensive quality assurance model within “Open SUNY” to prevent duplications and maintain accreditation for the courses that are offered. He added that “Open SUNY” has its own staff that coordinates with the collaborating institutions.

Board President Critchfield reiterated that this is an information item, and stated that the consensus from the discussion would be to address questions and present a proposal to the Board within the next two weeks. Board Member Hill encouraged Board Members to contact Dr. Bliss with any follow up questions. Matt Freeman, Executive Director, added that the Board will need to move forward with a decision within the next two weeks in order to follow the timeline set for the CFAC funds, and in order to take the beginning of the fall semester into consideration.

Kevin Satterlee, Idaho State University President, discussed that the current institutions’ systems could support one of the new models, but the consensus is that the institutions would like to maintain a system-wide, collaborative approach rather than one institution taking on the responsibility.

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/Scoggin): I move to adjourn the meeting at 4:27pm (MST). The motion carried 7-0. Superintendent Ybarra was absent from voting.

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



**SPECIAL BOARD MEETING
July 9, 2020
Office of the State Board of Education**

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Thursday, July 9, 2020. Board President Debbie Critchfield presided and called the meeting to order at 8:30am (MST). A roll call of members was taken.

Present

Debbie Critchfield, President	Emma Atchley
Andy Scoggin, Vice President	Shawn Keough
Kurt Liebich, Secretary	Dave Hill
Linda Clark	Sherri Ybarra, State Superintendent

Thursday, July 9, 2020, 8:30 a.m. (Mountain Daylight Time)

Governor Brad Little addressed the Board regarding the Fall Reopening Plan, which was discussed later in the agenda, and stated that a press conference would be held later that day to discuss the plan and to provide an update on Idaho's status in the "Idaho Rebounds" phases for reopening. He voiced his support for the plan drafted by the Fall Reopening Committee, which is a subcommittee of the K-12 Emergency Council that was established at the beginning of the COVID-19 pandemic, as well as his appreciation for the extensive work that was put into drafting the plan. Governor Little discussed that the plan is concise yet thorough, and emphasized the importance of closing achievement gaps while still maintaining the safety of students, teachers, and staff.

Board President Critchfield shared the Board's appreciation for Governor Little's leadership. There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Digital Campus Update

BOARD ACTION

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M/S (Clark/Hill): I move to approve the Idaho Online Initial Implementation Plan set forth in Attachment 1, and to direct staff to work with the Governor’s Office to access the \$4M from the Coronavirus Financial Advisory Committee for implementation of the plan between now and December 30, 2020. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item and discussed that it is a continuation of the conversation the Board had during the June 29, 2020 Special Board Meeting regarding a proposed higher education “digital campus”.

Dr. TJ Bliss, Chief Academic Officer, stated that the initial implementation plan for the “Idaho Online” model is presented within the meeting agenda materials, and, if approved, would utilize the \$4M that was awarded by the Governor’s Coronavirus Financial Advisory Committee (CFAC). Dr. Bliss discussed that the “Idaho Online” model focuses on four main goals:

1. Decrease the number of current students who “stop out” of college by making courses more readily accessible
2. Increase the number of Idahoans who “go on” to college by providing simplified, online pathways to meaningful credentials that have immediate economic value
3. Make courses and credentials more affordable through transparency and negotiation
4. Increase the quality of online courses that are already offered by Idaho’s higher education institutions by implementing a statewide quality assurance process

Dr. Bliss also discussed that these goals will be accomplished by means of: a statewide course sharing platform, access to an alternative enterprise learning management system (LMS), professional development programs and resources to assist faculty with transitioning to hybrid/flexible instruction, and the expansion of dedicated wrap-around services for online students. The implementation of “Idaho Online” stems from work done by the institution Presidents earlier in the year in order to compile an inventory of all online courses and programs that are already being offered at their institutions.

The “Idaho Online” initial implementation plan includes a spending plan as well as strategies that will be executed over the next three years with the intention of fortifying Idaho’s eight institutions of public higher education in the delivery of online and technology-enhanced learning experiences, and informing the ongoing decisions of education leaders in Idaho. The funding awarded from the CFAC will need to be utilized no later than December 30, 2020.

Board Vice President Scoggin shared his concerns around a marketplace approach, stating that the model will need to focus on affordability, simplicity, and speed,

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elaborating that the model will need to be affordable, simple to access and navigate, and implemented as quickly as possible. He also discussed that the model would be most effective if it were to focus on the most employable degrees and certificates. Board Member Hill agreed with Board Vice President Scoggin's comments, and reiterated that certificates should be an integral part of the framework for "Idaho Online".

Board Secretary Liebich inquired about the accountability and governance of "Idaho Online". Board Member Hill stated that he will continue to oversee the implementation of the model, and added that Board Member Liebich and Board Member Clark will also be involved as chairs of the IRSA and PPGA committees, respectively.

Board Member Liebich asked Matt Freeman, Executive Director, if it would be possible for Dr. Bliss and Dr. Jonathan Lashley, Associate Chief Academic Officer, to continue with the management of the development and implementation of the "Idaho Online" model. Mr. Freeman referred to the short timeline for utilizing the CFAC funds as well as the need to have courses available prior to the beginning of the fall semester. He added that there will be need for dedicated leadership and governance once the model's framework is agreed upon. Dr. Bliss agreed that he and Dr. Lashley should continue to lead the effort for executing the implementation plan as outlined in the agenda materials, and discussed that it would be best to move forward utilizing the State purchasing process.

Board President Critchfield echoed Board Member Clark's statement that this item continues the Board's discussion during the June 29, 2020 Special Board Meeting, and stated that once the implementation plan is approved, the Board can make concrete decisions during a future meeting in regards to governance and implementation logistics.

Board Member Clark echoed Board Member Hill's previous comments regarding the importance of certificates, and inquired which programs the model should focus on first. Dr. Bliss discussed that the cybersecurity programming that was funded during the 2020 Legislative Session would be a program to consider. Dr. Lashley stated that it will be crucial to conduct an in-depth inventory of the courses and programs that are currently offered, as well as current workforce needs, in order to know which areas to prioritize.

Board Member Hill also inquired about procurement processes. Dr. Bliss discussed that he and Dr. Lashley have had initial conversations with Division of Purchasing, and have identified pathways to procure the items that are outlined within the meeting agenda materials. He added that the Division of Purchasing is aware of the deadline to utilize the CFAC funds, and tentatively planned to be able to move forward with the purchasing process within the next 2 months.

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Mr. Freeman referred to Board Vice President Scoggin's previous comments regarding a simple interface, and discussed that he has discussed this with Dr. Bliss and Dr. Lashley. He stated that simplicity in terms of user experience for the marketplace will be key, especially for non-traditional students, and added a comparison to the "Apply Idaho" interface that allows high school students to apply for college in a matter of minutes. Board Vice President Scoggin echoed these comments, and reiterated that it will be important to create an intuitive experience without recreating what is already available, and to strive to augment what the higher education institutions are currently offering.

Board Secretary Liebich discussed that Superintendent Ybarra has prioritized the implementation of a K-12 LMS, and stated that the implementation of an LMS should be thought of in a broad sense and not just for higher education. Mr. Freeman shared that he recently met with Dr. Bliss, Dr. Lashley, and Chris Campbell, Chief Technology Officer, to discuss the possibility of a K-20 LMS. Dr. Lashley shared that it is beneficial to have a K-20 system because of the possibility to create consistencies throughout a student's path through the system. He discussed that the use of an LMS varies widely depending on the grade level and program, and that it will be important to understand the role of an LMS in the various levels and modes of instructional delivery.

Dr. Lashley also discussed that the role of an LMS in the K-20 system could be one system-wide LMS or several Learning Management Systems to accommodate different needs. Board Member Hill inquired if having different platforms for an LMS could create confusion or technical issues for users. Dr. Lashley shared that quality instructional design can be conveyed regardless of the platform being used, and added that Learning Management Systems often have the same components that are displayed in different ways.

Superintendent Ybarra stated that she is supportive of implementing the "Idaho Online" model, and echoed Dr. Lashley's comments regarding the utilization of an LMS throughout the K-20 system. She discussed that it is important to implement an LMS for K-12 students so they are able to have experience utilizing an LMS platform early in their education.

Board Member Atchley discussed that many of the certificates that will be a focus of the "Idaho Online" model will stem from Career Technical Education programs, and inquired how this will be achieved. Dr. Bliss shared that the proposed model envisions partnerships with agencies throughout the state, including Career Technical Education and the Workforce Development Council. Dr. Lashley added that the goal of the "Idaho Online" model is a collaborative spirit among the institutions and agencies across the state.

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Board President Critchfield reiterated that there are many details that will need to be decided upon moving forward, and reminded the Board that this action would allow future discussions about specific details to move forward.

Board Vice President Scoggin inquired about the average cost per course, as Dr. Cynthia Pemberton, Lewis-Clark State University President, discussed during the Special Board Meeting on June 29, 2020. Dr. Pemberton shared that her team has been working to establish a method for gathering this information while taking several factors into account, including in-state tuition versus out-of-state tuition and varying programs, and will bring this information back to the Board when it is available.

There were no additional questions or comments from the Board.

2. Fall Reopening Plan

BOARD ACTION

M/S (Clark/Atchley): I move to adopt the Idaho Back to School Framework as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item, and asked Board President Critchfield, who chaired the Fall Reopening Committee to provide an overview of the Idaho Back to School Framework.

Board President Critchfield shared that the Fall Reopening Committee, which was a subcommittee of the K-12 Emergency Council that was established by Governor Little at the beginning of the COVID-19 pandemic, was comprised of administrators, superintendents, and representatives of various school operations, as well as Board Member Clark and Superintendent Ybarra. She shared that the difference between the Idaho Back to School Framework and the Student Reentry Criteria that was originally approved by the Board during the regular April Board Meeting on April 16, 2020 is that the framework was designed to serve as an outline to guide local decisions, while the Student Reentry Criteria was more of a “checklist” for schools who wished to reopen during the 2019-2020 school year. The Fall Reopening Committee divided into four subcommittees (School Operations, Student Learning, Staffing Issues, and “Toolkit”) to create the framework in collaboration with local health districts.

Board President Critchfield discussed that local school boards will be driving decisions as the beginning of the 2020-2021 school year approaches, and that their decisions need to be well-informed. The Idaho Back to School Framework is intended to provide the necessary information and resources to aid in those decisions that will best serve local needs, and allow schools to open while prioritizing the safety of students, teachers, and staff.

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Board Secretary Liebich voiced his support for the work done by the Fall Reopening Committee, as well as the Idaho Back to School Framework. He reiterated Board President Critchfield's comments that local school boards will be responsible for decisions moving forward, and shared his appreciation for the fact that the framework outlines what the rules and responsibilities are.

Board Member Clark added that the subcommittees identified many resources that the districts will have access to, and noted that the State Department of Education established a website to house these resources. The website is listed within the meeting agenda materials.

Board Vice President Scoggin echoed Board Secretary Liebich's comments and agreed that the guiding principles outlined in the framework will aid in the decision-making process in various areas of the state. He also discussed that the document sets an expectation that students will return to school buildings in the fall.

Board Member Atchley echoed her fellow Board Members' comments, and shared her support for the document.

Board Member Clark discussed that the framework provides a color-coded structure, utilizing green, yellow, and red stages to provide clarity for how to move from one stage to another if the need presents itself.

Board President Critchfield discussed that the Fall Reopening Committee spent a great deal of time considering student learning, and hoped that the framework would provide enough guidance for school operations without taking focus away from instruction and student achievement. She also thanked several people who worked on the framework and assisted the committee, including Tracie Bent, Chief Policy and Planning Officer, Greg Wilson, Senior Policy Advisor to Governor Little, Morgan Howard, Administrative Assistant to Tracie Bent, and Superintendent Ybarra's Staff in 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 (Clark/Atchley): I move to adjourn the meeting at 9:37am (MST). The motion carried 7-0. Ms. Keough was absent from voting.

The State Board of Education tentatively plans to convene weekly for a virtual Special Board Meeting during the COVID-19 pandemic to receive updates on the status of public education in Idaho and to take action as necessary.



SPECIAL BOARD MEETING
July 15, 2020
Office of the State Board of Education

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Wednesday, July 15, 2020. Board President Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Andy Scoggin, Vice President
Kurt Liebich, Secretary
Linda Clark

Emma Atchley
Dave Hill
Shawn Keough*
Sherri Ybarra, State Superintendent

*Except where noted

Wednesday, July 15, 2020, 3:00 p.m. (Mountain Daylight Time)

Prior to beginning discussion of the agenda items, Board President Critchfield stated that Board Member Keough was attending a concurrently scheduled meeting of the Governor's Coronavirus Financial Advisory Committee (CFAC), and would join the Board Meeting once the CFAC meeting adjourned.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Public School FY 2021 Budget Holdback - Letter of Support – 5% Targeted Holdback Plan

BOARD ACTION

M/S (Clark/Atchley): I move to approve the letter of support as set forth in **Attachment 1**. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item and asked Greg Wilson, Senior Policy Advisor to Governor Little, to provide background information. Mr. Wilson explained that the Governor issued a statewide memo on May 8, 2020 to school district superintendents and charter school administrators notifying them of his intent to issue an executive order

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at the beginning of FY2021 for a 5% (approximately \$98.7M) holdback of General Funds for school districts and public charter schools. The holdback will assist with addressing a potential, estimated 8.5-14.5% (between \$350M and \$595M) decrease in revenue during the next year as a result of the COVID-19 pandemic. Mr. Wilson added that Governor Little is adamant that 5% will be the maximum amount that will be held back from the K-12 budget.

Governor Little has proposed targeted General Fund reductions, which are outlined within the meeting agenda materials. Board Member Clark stated that this holdback was determined with consideration for student learning, and that certain sections of the General Fund budget were chosen that would least affect student learning and ensure a degree of uniformity among districts and charters across the state. She added that the areas that were selected are areas where federal funds can potentially compensate for the holdback. Mr. Wilson stated that Governor Little has requested a letter of support from the Board and the Superintendent of Public Instruction to move forward with this plan.

Board Secretary Liebich discussed that it may be helpful to put the holdback into perspective for members of the public, adding that the General Funds budget is approximately \$4B with roughly half of that amount being allocated for public education. He noted that federal stimulus funds will be applied to compensate for portions of the holdback, and shared his opinion that Governor Little's plan for the holdback is balanced while minimizing the impact to student learning. Board Secretary Liebich also discussed districts' dependence on supplemental levies, and stated that the legislature will need to monitor actions at the local level as levies are put forward in order to recompense financial challenges as a result of the holdback.

Board Vice President Scoggin inquired about the methodology for determining the areas of the General Fund that would be cut. Board Member Clark shared that the holdback was discussed at length during meetings of Governor Little's K-12 Emergency Council. Mr. Wilson shared that efforts were made to shield student learning as much as possible with consideration for Coronavirus Aid, Relief, and Economic Security (CARES) Act funding. Board President Critchfield also discussed Governor Little's collaboration with other states, noting that while a 5% holdback is nothing to be celebrated, Idaho is in a better financial position than its neighboring states.

Board Vice President Scoggin asked for clarification regarding the \$10M reduction to the classroom technology line-item, and referenced the Elementary and Secondary Schools Emergency Relief (ESSER) funds and CARES Act funds that would be discussed later in the agenda. Board Member Clark stated that this is an excellent example of a cut that was made with the supplemental federal funding in mind.

There were no additional questions or comments from the Board.

2. Digital Divide Committee Update – Recommendations

BOARD ACTION

M/S (Clark/Hill): I move to approve the recommendations outlined in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Clark prefaced the item by sharing that two subcommittees stemmed from the K-12 Emergency Council: the Fall Reopening Committee and the Digital Divide Taskforce. Last week, the Board approved the Idaho Back to School Framework that was drafted by the Fall Reopening Committee, and Board Member Clark shared that this item will provide recommendations from the Digital Divide Committee, which has been meeting since early June to identify solutions for addressing the “digital divide” in Idaho’s classrooms.

The Digital Divide Taskforce is co-chaired by Board Secretary Liebich and Greg Wilson, Senior Policy Advisor to Governor Little, and is comprised of school technology directors, administrators, business leaders, and legislators. The taskforce divided into six subcommittees in order to more thoroughly address the “digital divide”: Device, Connectivity, Learning Management System (LMS), Professional Development, Communication, and Vision and Strategy.

Board Secretary Liebich provided a report on the work that has been done by the taskforce so far and shared the taskforce’s recommendations, in conjunction with the State Department of Education and Superintendent Ybarra’s staff, for the utilization of federal funding. He discussed that some districts were more prepared than others during the sudden school shutdown in the spring as a result of the COVID-19 pandemic, and elaborated that the taskforce’s recommendations will play a key role as the implementation of blended learning will be inevitable during the fall and in the future. The taskforce recommendations will provide assistance to schools as they operate in different stages of the Idaho Back to School Framework, and can be found within the meeting agenda materials.

Board Secretary Liebich discussed “the four legs of the stool” that make up blended learning: 1-to-1 devices, connectivity (or access to connectivity), a dynamic learning management system, and professional development for teachers, parents, and students to aid in the utilization of new technology. He also discussed the guiding principles of the group, which aim to support local education agencies, trustees, and superintendents without being prescriptive, provide resources to help facilitate local plans, and to provide uniform and thorough education while ensuring that the achievement gap does not continue to grow. He shared that one of the group’s focuses is creating an economically stable model that allows for the incorporation of ongoing expenses, rather than just focusing on the initial cost.

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Board Secretary Liebich provided a summary of the available funds that could be applied toward the Digital Divide Taskforce’s recommendations, outlining the \$3.8M as part of the Elementary and Secondary School Emergency Relief (ESSER) State Educational Agency (SEA) funding as well as the \$30M grant that was awarded by the Governor’s Coronavirus Financial Advisory Committee (CFAC). He noted that \$1M of the ESSER SEA funds is dedicated to supporting social emotional learning. Board Secretary Liebich also added that there are several other funding sources available for Local Education Agencies (LEAs), and discussed the breakdown of expenses for devices, connectivity, a learning management system, professional development, and IT staffing. Outlines of the available funding sources and the breakdown of expenses can be found within the meeting agenda materials.

Board Vice President Scoggin inquired about a prior discussion of having several learning management systems for districts to choose from. Superintendent Ybarra shared that her staff worked on the Request for Proposal (RFP) in conjunction with the Digital Divide Taskforce LMS subcommittee. Will Goodman, Director of District Programs for the Idaho Digital Learning Alliance and co-chair of the LMS subcommittee, echoed Supt. Ybarra’s remarks and shared that any LMS providers that meet the technical and functional requirements outlined within the RFP could be added to the state “menu” for LEAs purchase from. He also stated that districts can be approved to purchase an LMS not on the state “menu” once it is signed off on by the State Department of Education to ensure that technical and functional requirements are being met.

Board Member Clark inquired if it is not possible to deliver a quality online learning experience to students without a proper LMS. Mr. Goodman discussed his opinion that an LMS is a key element in being able to deliver a quality online education program.

Board Member Atchley shared her concerns that rural districts will not have the time or staff capability to write grants to receive funds for blended learning initiatives, and asked how the process would work for districts who do not have a grant writer on their staff. Board Secretary Liebich discussed that the spirit of the work being done by the Digital Divide Taskforce is to keep things simple and to encourage districts to be as concise as possible while creating an expectation that district superintendents will consider blended learning elements. He added that grant applications will be an opportunity for districts to outline how they plan to use the funds and which areas they need to improve upon or supplement to implement an effective online education program.

Superintendent Ybarra echoed Board Secretary Liebich’s comments and elaborated that the process would not consist of a lengthy grant application, but rather a checklist of the technical and functional requirements of the LMS RFP. She also discussed that local boards will need to be informed as districts move forward with their applications.

Board Member Keough joined the meeting at 3:41pm.

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Board Member Clark reiterated Board Member Atchley's question, and inquired if there would be a minimum grant amount to ensure that smaller districts will receive enough funds. Supt. Ybarra shared that there are minimums, and added that the distribution methodology would be discussed during the next item on the agenda.

Board Member Hill inquired if grant applications would be addressed sequentially as they are received or if a certain amount of funds would be held for each district. Board Secretary Liebich stated that the State Department of Education has defined a distribution methodology, and discussed that the intention is to alert districts that there are funds available for them to apply for and prompt planning for how the funds could potentially be utilized within each district.

Board President Critchfield pointed out that the purpose of this item is to approve the Digital Divide Taskforce recommendations, and that the first item on the State Department of Education's agenda is to discuss the methodology for the distribution of the ESSER SEA reserve funds.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

3. CARES Act Funding – ESSER Funds – 10% State Education Agency Reserve – Grant Program

BOARD ACTION

M/S (Ybarra/Liebich): I move to approve the methodology for determining amounts each LEA is eligible to receive from the ESSER 10% SEA Reserve funds as identified in Attachment 2 with priority for funding the purchase or enhancement of a learning management system. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and discussed that the State Department of Education staff collaborated with the Digital Divide Taskforce, among others, to determine the distribution methodology for the Elementary and Secondary School Emergency Relief (ESSER) 10% State Education Agency (SEA) reserve funds. She asked Karen Seay, Director of Federal Programs for the State Department of Education, to discuss the methodology.

Ms. Seay discussed that the methodology is outlined within the meeting agenda materials, and shared that all Local Education Agencies (LEAs) and charters will receive an allocation for expenses related to a Learning Management System (LMS). She outlined that the base allocation for each LEA or charter is comprised of the following: a \$5,000 base allocation for each LEA or charter for implementation or setup fee

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pertaining to an LMS, a \$700 base allocation for each LEA or charter for professional development pertaining to blended learning or distance education, and \$8.80 per student base allocation for each LEA and charter for the LMS licensing fees, additional professional development, and resources and materials.

Board Secretary Liebich discussed that discussed that learning management systems operate on a per-seat, per-year basis. He stated that the Board should recognize that the allocation that Ms. Seay outlined will cover the costs for the 2020-2021 school year, but it will be important to work with the Legislature to make these expenses a priority across the state or for LEAs and charters to reprioritize existing funding to maintain the ongoing expenses.

Board Member Clark inquired if the ESSER SEA reserve funds (\$3.8M) are completely allocated for a learning management system. Ms. Seay responded that the ESSER SEA funds are allocated for a learning management system, and stated that the ESSER funds have a performance period of approximately 27 months, expiring in December 2022, while the funds granted by Governor Little's Coronavirus Financial Advisory Committee (CFAC) must be utilized by December 31, 2020. She stated that the CFAC funds have several restrictions, including the fact that expenses must be related to the COVID-19 pandemic and cannot already be included in the budget approved by the local school board. Board Member Clark inquired if LEAs who already have an LMS in place could use the funds to renew their license, and Ms. Seay stated that LEAs would be able to utilize ESSER funds for this expense, but not CFAC funds, since it would be considered a preexisting expense as approved by the local school board.

Board Member Clark requested clarification on the wording of the motion, discussing that the action the Board took during the June Board Meeting, held June 10, 2020, allowed LEAs to select the use of awarded funds for an LMS, professional development, devices, and/or connectivity. Board President Critchfield stated that a learning management system was noted as a priority during the June Board Meeting, but that it would not be the only item for which LEAs could apply for funds.

Supt. Ybarra read the motion and echoed Ms. Seay's comments, reiterating that LEAs that already have an LMS in place are not able to apply CFAC funds to that expense, but could utilize ESSER funds to renew or upgrade their current LMS. Board President Critchfield repeated that LEAs can apply for the ESSER funds for an LMS, professional development, devices, and/or connectivity, with priority being given to an LMS.

Ms. Seay stated that the distribution methodology for the ESSER SEA reserve funds that was previously outlined is intended for the licensing for an LMS, professional development relating to an LMS, and resources and materials. Board Member Clark discussed that if these items must be related to an LMS, the motion is not in agreement with the action the Board took during the June Board Meeting.

Marilyn Whitney, Deputy Superintendent of Communications and Policy for the State Department of Education, discussed that Ms. Seay had outlined the distribution methodology, and added that there is added flexibility in terms of the timing and uses of ESSER funds as opposed to the CFAC funds. Board President Critchfield stated that the motion does not exclude a district from applying for funds if they are not intending to utilize the funds for an LMS. Board Vice President Scoggin echoed Board President Critchfield's comments and reiterated that the implementation of an LMS is priority, but districts may also utilize funds for devices, connectivity, and professional development in relation to the implementation of a blended learning program.

Board Member Clark stated that the motion is consistent with the action the Board took during the June Board Meeting, but the distribution methodology that Ms. Seay presented is focused on expenses related to an LMS. Board President Critchfield discussed that if a district already has an LMS in place, they can request ESSER funds to support and supplement that cost, as well as the other areas related to blended learning programs. She also reiterated that an LMS is a priority but not a requirement, and Supt. Ybarra added that the funding requests will prompt districts to discuss their vision for blended learning programs in their schools and their plan for utilizing the funds in relation to the Digital Divide Taskforce's recommendations.

There were no additional questions or comments from the Board.

4. Coronavirus Relief Fund – Grant Program

BOARD ACTION

M/S (Ybarra/Atchley): I move to approve the methodology and distribution of funding as described in Attachment 1 and the grant application in substantial conformance to the form proved as Attachment 2. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and discussed that the methodology for distribution of the Coronavirus Financial Advisory Committee (CFAC funds) and the grant application are included within the meeting agenda materials. She referenced Board Secretary Liebich's presentation of the Digital Divide Taskforce's recommendations earlier in the meeting, and reiterated that the funds would be distributed to support the implementation of blended learning programs in the areas of 1-to-1 devices, connectivity, a learning management system, and/or professional development.

Board Secretary Liebich discussed that one of the guiding principles for the Digital Divide Taskforce is to deliver resources to the children and families who need it most, and noted that part of the distribution methodology stems from the percentage of children receiving free and reduced lunch. He also discussed that \$5M of the \$30M of

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CFAC funds will be reserved for districts who require incremental resources to support the implementation of blended learning programs.

Supt. Ybarra added that superintendents across the state aided in the composition of the distribution methodology, and aimed to be sensitive to rural districts who may need additional funds.

Board Member Atchley shared that it is important to recognize that the CFAC funds cannot be used for expenses that are already incorporated into the district's budget, and that districts have the option of using the ESSER funds to supplement items that are already incorporated into their budget. She provided the example that districts who do not currently have a learning management system in place could use the CFAC funds for an LMS, but districts who *do* have an LMS in place would not be able to use CFAC funds to upgrade their license or cover ongoing expenses related to the LMS.

There were no additional comments or questions from the Board.

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

BOARD ACTION

M/S (Scoggin/Atchley): I move to adjourn the meeting at 4:38pm (MST). The motion carried 8-0.

The State Board of Education tentatively plans to convene weekly for a virtual Special Board Meeting during the COVID-19 pandemic to receive updates on the status of public education in Idaho and to take action as necessary.



SPECIAL BOARD MEETING
August 3, 2020
Office of the State Board of Education

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, August 3, 2020. 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
Kurt Liebich, Secretary
Linda Clark

Emma Atchley
Dave Hill
Sherri Ybarra, State Superintendent

Absent

Andy Scoggin, Vice President
Shawn Keough

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

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.Q. Admission Standards – Partial Waiver – College Entrance Exam Admission Requirement

BOARD ACTION

M/S (Liebich/Clark): I move to extend the waiver of Board Policy III.Q.4.a, requiring a college entrance exam score as an Idaho public postsecondary minimum admissions requirement for students seeking admission for the 2021-2022 academic year. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Mr. Scoggin were absent from voting.

AND

M/S (Liebich/Ybarra): I move to approve the establishment of the Direct Admissions formula based exclusively on students' 5th-semester grade point

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average, with a minimum GPA set at 2.80, effective for admissions to the 2021-2022 academic year. *This motion was amended, as outlined below.*

M/S (Atchley/Ybarra) I move to approve the establishment of the Direct Admissions formula based exclusively on students' 5th-semester grade point average, with a minimum GPA set at 2.80, effective only for admissions for the 2021-2022 academic year. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that, because the annual "SAT School Day" was cancelled last spring due to the COVID-19 pandemic, a small number of high school seniors and the majority of high school juniors were unable to take or retake the SAT. Dr. Bliss explained that in March, in response to the COVID-19 pandemic, the Board waived the college entrance exam as a graduation requirement for students graduating in 2020. In June, the Board waived the college entrance exam score as an Idaho public postsecondary minimum admissions requirement for students seeking admission for the 2020-2021 academic year. Due to the uncertainty of the pandemic, the first motion for this item extends the partial waiver of Board Policy III.Q.4.a., which temporarily removes the requirement of a college entrance exam score for Idaho public postsecondary minimum admissions for students seeking admission for the 2021-2022 academic year.

Dr. Bliss also discussed Idaho's Direct Admissions program, which relies on college entrance exam scores when making admissions determinations. These determinations are usually made early in the fall semester, but, in light of the fact that standardized testing dates may be cancelled or postponed, the institutions indicated that they are comfortable with the Board utilizing a Direct Admissions formula that relies exclusively on students' 5th-semester grade point average instead. The second motion for this item establishes a Direct Admissions formula based exclusively on students' 5th-semester grade point average, with the minimum grade point average being 2.80, effective only for the 2021-2022 academic year.

Board Member Hill stated that the verbiage of the motion was unclear, discussing that the motion implies that the revision to the policy is in perpetuity rather than only for the 2021-2022 academic year. Board Member Atchley agreed, and discussed that the verbiage should clearly state that the policy revision is not ongoing, but rather only applicable to the 2021-2022 academic year. The motion was then amended by Board Member Clark, Board Member Atchley, and Superintendent Ybarra as noted above.

Board President Critchfield shared her interest in seeing how this cohort of students will move through the education system with this policy change in mind. Board Secretary Liebich echoed Board President Critchfield's comments, and added that perhaps the

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Board should have a more in-depth discussion in the future regarding standardized testing as a requirement of Idaho's education system.

Matt Freeman, Executive Director, discussed that the 2.80 grade point average figure was established through research in conjunction with data provided by the institutions. He added that analysis found no difference in the persistence of students with a 2.80 grade point average as opposed to students with a 3.0 grade point average.

Dr. Marlene Tromp, Boise State University President, stated that this Board action is a meaningful and positive gesture, and added that she is supportive because she does not want students to be unable to access higher education due to no fault of their own. Scott Green, University of Idaho President, Kevin Satterlee, Idaho State University President, and Dr. Cynthia Pemberton, Lewis-Clark State College President, echoed President Tromp's comments. Board Member Clark discussed that the Board will be interested in the Presidents' perspectives during future discussions regarding standardized testing versus grade point average as a measure of academic success.

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/Ybarra): I move to adjourn the meeting at 3:18pm (MST). The motion carried 6-0. Ms. Keough and Mr. Scoggin were absent from voting.

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	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

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	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%	53%	52%	At least 60%
Within 36 months of high school graduation	2012 graduates NA	2013 graduates NA	2014 graduates 64%	2015 graduates 64%	2016 graduates 64%	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.						

*BOARDWORK 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	
		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	
Proportion of postsecondary graduates with student loan debt ⁵	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
	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.						