

**WORK SESSION
DECEMBER 17, 2020**

TAB	DESCRIPTION	ACTION
A	KINDERGARDEN READINESS	Information Item
B	K-20 EDUCATION STRATEGIC PLAN/LITERACY INTERVENTION UPDATE	Information Item

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SUBJECT

Kindergarten Readiness

REFERENCE

September 2013	Board approves Taskforce for Improving Education recommendations, including recommendation that “students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student’s education. Students must learn to read before they can learn content in other subject areas.”
August 2015	Board adopts the Literacy Implementation Committee Report, including a recommendation to establish a working group to provide recommendations regarding potential changes to the assessment used for the Idaho Reading Indicator (IRI).
June 2016	Board adopts the recommendations from the Early Literacy Assessment Working Group to replace the current statewide reading assessment with an electronically-administered, computer adaptive assessment.
April 2018	Board accepted Smarty Ants® offer to provide a free early literacy resource tool for families to work with their early learners at home.
February 2019	Board received an update on the Idaho Association for the Education of Young Children’s initiative on school readiness, and added a new Goal 2 to the K-20 Education Strategic Plan focusing on Educational Readiness.
February 2020	Board adopted the K-12 Our Kids, Idaho’s Future Task Force work and recommendations, including recommendations for focusing accountability on K-3 literacy and uniform student access to all day kindergarten.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-201, §33-208, §33-1614

Idaho Administrative Code, IDAPA 08.02.03.101 – Kindergarten Curriculum

BACKGROUND/DISCUSSION

Pursuant to Section 33-201, Idaho Code, "School age" is defined as all residents of the state between the ages of five and twenty-one. Kindergarten attendance is not compulsory in Idaho. Section 33-202, Idaho Code, provides that students between the age of seven and sixteen to be instructed in the subjects commonly and usually taught in the public school until the age of 7. For most students, this

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means they are not required to attend school or be instructed in the subjects commonly and usually taught in the public school until second grade.

Section 33-1615, Idaho Code, requires all students in kindergarten through grade three to be assessed, at a minimum, twice a year using the Idaho statewide reading assessment. This assessment is identified as the Idaho Reading Indicator (IRI), and is administered in the fall and the spring. While there is not a statewide kindergarten readiness assessment, this assessment can be used to identify if students entering kindergarten in fall each year are reading at grade level.

The current IRI assesses students in four areas at the kindergarten level: listening comprehension, letter knowledge, phonemic awareness and vocabulary. The assessment identifies students at grade level, near grade level and below grade level in each of these areas and provides a composite score of all four areas. Based on the fall administration of the IRI's composite scores, a large number of our students are entering kindergarten below grade level:

Kindergarten

School Year	At Grade Level	Near Grade Level	Below Grade Level
Fall 2020 – Composite	43.4%	29.1%	27.5%
Fall 2019 – Composite	42.3%	30.2%	27.5%
Fall 2018 – Composite	44.9%	26.8%	28.2%

Of the four areas identified in the IRI, the largest variance is with students at grade level in the area of letter knowledge. Between fall 2018 and fall 2020, students entering kindergarten at grade level in the area of letter knowledge ranged from 23.7% to 25.4%. While the IRI is not a full measure of a student's kindergarten readiness, it provides a snapshot of where students are at in the areas of reading and literacy. Early reading and literacy proficiency is an area the Board has identified as a priority for students and is key in making sure our students can learn and be successful throughout the education pipeline.

In addition to the IRI, some schools do perform kindergarten readiness assessments on students prior to enrolling them in kindergarten. These assessments look at the student more holistically and may take into account social skills, language and literacy, mathematics, and physical well-being and motor development. The State of Ohio is one example of a state where an early learning assessment and a kindergarten readiness assessment is used statewide. More information on Ohio's program can be found at:

<http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment>

In 2019, the Board amended Goal 2 of Idaho's K-20 Education Strategic Plan to focus on Educational Readiness. The goal encompasses earlier ongoing efforts by the Board to emphasize work around early learning literacy and recommendations adopted by the Board from the 2012/2013 Governor's K-12

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Task Force and the 2019 recommendation from Governor Little's Our Kids, Idaho's Future Task Force.

Literacy Implementation Subcommittee Recommendations:

1. Expand state support for reading interventions for struggling early readers
2. Adopt a new state literacy assessment package
3. Revise Idaho Code to clarify the purpose of the statewide reading assessment
4. Provide state guidance and support to ensure that teachers are ELL-trained to provide high-quality literacy instruction
5. Update State Comprehensive Literacy plan
6. Expand state support and renewal of school libraries

Our Kids, Idaho Future Literacy Recommendations

1. Statewide Accountability: Focusing Our Efforts on K-3 Literacy
2. Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement

IMPACT

This agenda item will provide the Board with an opportunity to discuss expectations to ensure every student is ready to learn when they enter kindergarten.

ATTACHMENTS

Attachment 1 – Preschool Development Grant Birth through Five Overview

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently in Idaho, no state funds are available for preschool education outside of those students that qualify for special education services and kindergarten is only funded at a half day rate. Additionally, pursuant to Section 33-512, Idaho Code, local boards of trustees have a duty to “exclude from school, children not of school age.”

The Governor and Legislature have shown support in this area through the appropriation of funding targeting literacy intervention:

- FY 2021: \$3,156,500 of ongoing funding for K-3 literacy intervention at the school lever, bringing the total ongoing general funds for literacy intervention to \$26,146,800.
- FY 2020: Fully funded the Governor's request for \$13,156,500 new monies for K-3 literacy intervention. Of this, \$3,156,500 was a one-time funding transfer from the Opportunity Scholarship Program Account.
- FY 2019: \$1,740,300 appropriation for K-3 literacy proficiency in addition to the existing \$11,250,000 in the public schools' budget used for literacy intervention.

Beth Oppenheimer, Executive Director of Idaho Association for the Education of Young Children (IDAEYC), will be available to participate in the discussion with the

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Board. IDAEYC has done significant work in the area of early childhood education, including the administration of a federal planning grant targeted at helping states conduct a statewide needs assessment plan, a statewide strategic plan, maximizing parental choice and knowledge, sharing best practices, and improving overall quality of early childhood care and education. The Board and IDAEYC have applied for a three-year renewal grant which is summarized in Attachment 1.

In addition to the partnership with IDAEYC, Idaho Public Television (IPTV) has a long history of providing programing and resources geared toward kindergarten readiness.

- Programing is currently available that addresses:
 - Literacy Skills
 - Social Emotional Learning
 - Number/Math Skills
 - Parent Expectations & Preparation
- National research has demonstrated these TV shows are effective in improving kindergarten readiness and later student success.

IPTV is also providing outreach to support kindergarten readiness directly to parents and children. Some of these efforts include:

- Marsing and American Falls Parent Engagement
- Training for incarcerated mothers of preschoolers
- Bright By Text Messaging

BOARD ACTION

This item is for informational purposes only.



Preschool Development Grant

The federal Preschool Development Grant has evolved over the years and, historically, was designed to strengthen state and local efforts to develop and expand preschool programs for low- and moderate-income families. In 2018, the Administration for Children and Families – a division of the U.S. Department of Health and Human Services – shifted the focus of the grant but kept the name basically the same. PDG B-5 funding is now designed to help states BUILD and ENHANCE mixed-service delivery SYSTEMS for children, ages birth through five, while enhancing parental knowledge and choice. Through renewal funding, Idaho will take another significant step forward in achieving its vision of locally driven, family-friendly services to support the optimal growth and development of young children.

RENEWAL PROPOSAL PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE: Supporting Early Learning IDAHO STATE BOARD OF EDUCATION IN PARTNERSHIP WITH IDAHO AEYC

In November 2020, Governor Little authorized the State Board of Education and Idaho AEYC to apply for renewal funding in the amount of \$5.98 million per year, for up to three years, to continue the successful efforts of the initial PDG B-5 grant awarded in December 2019. The activities included in the renewal proposal reflect continued efforts to engage families, local communities, business partners, early childhood educators, schools, policy makers, and others invested in building a mixed-service delivery system for young children, ages birth through five years.



idaeyc

Idaho Association for the
Education of Young Children

PDG B-5 Initial Grant (PDG-I): 2020

Awarded in December 2019, Idaho's initial Preschool Development Grant Birth through Five represented the first opportunity for the state to conduct research, planning, collaboration, and coordination of Idaho's early care and education (ECE) systems. Idaho has made full use of this funding by engaging in projects that have 1) assessed the needs of parents, families, and ECE programs; 2) created strategic planning goals for Idaho's ECE system; 3) taken initial steps to improve access to and the quality of ECE programs; 4) expanded efforts to improve the ECE workforce; 5) strengthened local mixed-delivery collaboratives; and 6) outlined a framework to evaluate system changes and engage in continuous quality improvement.

PDG B-5 Renewal Grant (PDG-R): 2021 (federal funding for up to three years)

The following projects have been included in the PDG-R federal application, submitted in November 2020 by the Idaho State Board of Education in partnership with Idaho AEYC.

Activity 1: Statewide Needs Assessment

Throughout 2020, PDG-I funding allowed Idaho to better understand the needs of statewide ECE stakeholders and vulnerable populations through 10 needs assessment (NA) projects. The NA projects enabled Idaho to assess the needs of children and families, identify systemic barriers to accessing services, and uncover gaps in data. Information from the NA projects were used to create state/local ECE strategic plans and support the implementation of projects designed to improve access, quality, and the coordination of ECE services across the state.

Over the next three years, the NA will be periodically updated to address the goals for PDG-R which include:

- Goal 1 – Equitable access to programs and services for young children and their families;
- Goal 2 – Successful implementation of high-quality services and programs; and
- Goal 3 – Improved outcomes for young children, ages birth through five.

Stakeholder participation - including families, early care educators, Early Childhood Advisory Committee members, business leaders, policy makers, librarians, schools, and local communities – will continue to be at the forefront of providing input and feedback for updates to the PDG-R needs assessment.

Activity 2: PDG B-5 Statewide Strategic Plan

Idaho will use the information from updated needs assessments to periodically update the statewide Strategic Plan (SP) which is designed to better coordinate programs and services, efficiently leverage resources, and respond to the needs of vulnerable children and families. The SP framework will be populated with Idaho's vision for the ECE system, guiding principles, strategic goals, and specific strategies and action steps to meet those goals.

Activity 3: Maximizing Parental Knowledge, Choice, and Engagement

Quality Outreach (Project 3.1): The STEP UP IDAHO quality awareness campaign developed in the PDG-I year will be enhanced and expanded in the PDG-R. This campaign focuses on increasing 1) awareness of the importance of quality ECE experiences, 2) awareness of the continuum of developmentally appropriate school readiness skills, 3) ways to improve transitions across early childhood into the elementary school grades, and 4) participation in *Steps to Quality*, Idaho's Quality Rating and Improvement System (QRIS).

Child Care Start-up Technical Assistance (Project 3.2): In partnership with the IdahoSTARS project and Early Learning Local Collaboratives (LCs), Early Learning Business Coordinators will provide training, mentoring, and ongoing Technical Assistance (TA) related to starting and sustaining quality programs for young children. Using the Idaho Child Care Business Guides created in the PDG-I year, these positions will support regions throughout the state indicating a need for quality child care.

Child Care Start-up Grants (Project 3.3): Child care start-up grants will be available to child care providers in an effort to increase the supply of center-based and home-based child care programs throughout Idaho. Lakeshore Learning will be a partner in these efforts.

Developmental Monitoring Outreach (Projects 3.4 and 3.5): In collaboration with statewide partners, efforts will be expanded to increase awareness of the importance of developmental monitoring. Training will be available for families, ECE programs, pediatric health care providers, community partners, businesses, librarians, and others related to the *Ages and Stages Questionnaires®* and *Learn the Signs. Act Early* developmental monitoring resources.

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Birth through Five

RENEWAL ACTIVITIES

Pending Federal Award of Renewal Funding

Early Childhood Mental Health (Project 3.6): Through collaborative efforts with early intervention, pediatric health care providers, social service agencies, and child care programs, the early childhood mental health system will be expanded with access to scholarships to cover infant mental health endorsement fees. These efforts will increase **Idaho's capacity to support ECE mental health needs, particularly in disadvantaged and rural areas of the state.**

IdahoSTARS RISE Database Enhancement (Project 3.7): The parent portal of the statewide IdahoSTARS RISE database will be expanded to assist parents in conducting advanced searches for child care, finding information related to child development, and participating in free professional development sessions to support early learning experiences for their young children.

Idaho Commission for Libraries Outreach (Project 3.8): Through a partnership with the Idaho Commission for Libraries (ICfL), local libraries will continue serving as a source of community-based resources for families with young children. ICfL will collaborate on the creation of Library Reading Challenges to support literacy outreach efforts while **promoting the love of learning. Sets of children's books will be purchased to enhance the inventory at libraries, library branches, and bookmobiles to encourage shared literacy experiences.**

Idaho Public Television Early Learning Campaign (Project 3.9): In collaboration with partners, Idaho Public Television (ID PTV) will expand the *Idaho Ready to Learn* campaign by creating public service announcements (PSAs) that promote quality early learning activities for families with young children. New and existing *Ready to Learn* PSAs will be translated into Spanish to serve a larger segment of the population. In addition, ID PTV plans to create a documentary that features the history and importance of early learning in Idaho and is also exploring the possibility of creating a family-friendly app to encourage engagement in fun, early learning experiences.

Kids of Idaho Early Literacy Campaign (Project 3.10): In partnership with Lakeshore Learning, efforts to expand the literacy campaign that began in PDG-I will take place. The *Kids of Idaho Love to Learn! children's activity book*, with its accompanying bookbag and early learning materials, will be distributed to children entering kindergarten in partnership with local schools. In addition, a second *Kids of Idaho* activity book will be created with a focus on outdoor learning. Both of the *Kids of Idaho children's activity* books will promote family engagement and enhance school readiness skills.

READY! for Kindergarten Expansion (Project 3.11): Parents and early childhood educators, particularly those in high need communities, will have increased access to quality early learning materials and workshops through the *Ready! for Kindergarten* program expansion. Libraries, school districts, and LCs throughout the state will partner in this effort. This national training series provides parents and ECE programs with developmentally appropriate learning experiences and resources for young children, ages birth through five, to enhance school readiness skills.

Books for Babies Program (Project 3.12): To assist families of newborn babies, the *Books for Babies* program will be expanded in pilot areas of the state. This program, in partnership with regional hospitals, provides a resource bag for parents and includes information about child development, local services, and a **children's board book.**

Activity 4: Sharing Best Practices and Professional Development for the ECE Workforce

Local Collaborative Network – Technical Assistance (Project 4.1): To continue supporting the Early Learning Local Collaborative (LC) Network developed during the PDG-I grant and to expand the LC Network from 15 to 20 communities through PDG-R funding, support will be provided through targeted TA as well as a series of resource tools and strategic activities designed to enhance and sustain local early learning governance structures.

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Early Learning Institute (Project 4.2): To increase the availability of ECE professional development (PD) opportunities, an Early Learning Institute will be established, staffed by a full-time Professional Development Director. Through the Early Learning Institute and in partnership with the IdahoSTARS project and other agencies, interdisciplinary PD sessions will be developed and provided at no cost. Free sessions will be offered to child care educators, families, and invested partners. In addition to training sessions, free early learning resources and materials, aligned with PD sessions and best practices in early childhood education, will be provided to support high-quality early learning experiences in child care programs and homes throughout the state.

LENA Grow Pilot Project (Project 4.3): During the PDG-I year, a pilot project of *LENA Grow* – an innovative, research-based early intervention initiative to support quality teacher-child and parent-child verbal interactions – was developed to support children in Idaho. The *LENA Grow* project will be expanded allowing child care educators and families to engage in professional development and coaching related to the importance of building early language and literacy skills.

Child Development Associate Credential Cohorts (Project 4.4): The PDG-R grant will expand access to the Child Development Associate Credential (CDA), a program of the Council for Professional Recognition. CDA expansion will support the ongoing ECE professional career ladder. A CDA Specialist will be hired to lead Idaho CDA cohorts, in partnership with the IdahoSTARS project, in high-need areas of the state. Scholarships will be provided to CDA cohort participants to cover the full cost of obtaining the professional credential, including Council fees and materials.

Activity 5: Improving the Overall Quality of Programs and Services

Early Learning Quality Coordinators (Project 5.1): Two Early Learning Quality (ELQ) Coordinators will be hired to work in conjunction with the IdahoSTARS project, LCs, EL Business Coordinators, *Wonderschool*, and other partners to support quality improvement in center-based and home-based programs. One of the ELQ Coordinators will focus on infant/toddler care (birth-36 months) to improve access to and enhance quality in programs for our youngest learners. The other ELQ Coordinator will provide support for programs serving preschool children (ages 3-5) by promoting high-quality, developmentally appropriate early learning experiences to encourage exploratory, hands-on learning while integrating family engagement. The ELQ Coordinators will provide free professional development and coaching through the Early Learning Institute, support targeted TA plans, and mentor Early Learning cohorts to increase responsive caregiving and positive adult-child interactions.

Idaho STEM Action Center (Project 5.2): The Idaho STEM Action Center will bring developmentally appropriate instructional practices to ECE programs, families, and librarians throughout the state. Inquiry-based professional learning opportunities will support increased opportunities to engage children in hands-on experiences designed to increase math, literacy, social-emotional, and critical thinking skills – all of which are powerful predictors of success in school and throughout life. The Early STEM initiative will feature three programs: 1) Families Learning Across Boundaries, 2) Early STEM Professional Development Workshops, and 3) Access to Boise State University's Early Learning Partnership Projects.

Classroom Assessment Scoring System® (Project 5.3): To improve positive teacher-child interactions and support school readiness skills, the IdahoSTARS project will expand the use of the research-based *Classroom Assessment Scoring System*® (CLASS®), which is currently used in 23 states as a leading quality indicator within QRIS systems. CLASS® has been proven to help ECE programs be more effective in providing quality care, close early learning gaps, and improving literacy, math, and social-emotional outcomes for children. A full-time CLASS® Specialist will be hired to coordinate and lead these efforts.

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Quality Coaching Stipends (Project 5.4): Quality stipends will be available to ECE educators (in center-based and home-based programs) to successfully implement quality improvement action plans focused on tiered levels of engagement in *Steps to Quality*. Up to 25 ECE providers (per year) will be eligible to receive stipends in the amount of \$400 per year. With these stipends, early learning educators will select materials from Lakeshore Learning, in alignment with quality improvement goals, to improve school readiness outcomes for young children.

Local Collaborative Network – Subgrants (Project 5.5): The primary vehicle to expand access to high-quality programs and the development of a statewide ECE system in Idaho will be through the enhancement of the statewide Early Learning Local Collaborative model. Subgrants will be awarded to the 15 existing LCs as well as five new LCs. These subgrants will sustain the work started in PDG-I as well as continuing efforts toward implementation of LC strategic action plans over the three years of the PDG-R.

Activity 6: Monitoring, Evaluation, and Data Use for Continuous Improvement

The Boise State University Program Evaluation and Research Lab (PEARL) will lead monitoring and evaluation efforts for the PDG-R grant including conducting surveys and interviews, collecting and analyzing data, developing ongoing data reports, and the implementation of the Program Performance Evaluation Plan for all grant projects. Through a data management system, the PEARL team will be able to collect and manage data, as well as to develop data visualizations for PDG-R Leadership Teams, LCs, policy makers, and other stakeholders

PDG-Renewal Bonus Activities

Bonus Area 1: Coordinated Application, Eligibility, and Enrollment

The state will build on existing efforts to unify and integrate resource and referral services through a single point of access system. United Way of the Treasure Valley will coordinate this effort through statewide collaboration and strategic partnerships. Existing access points, current available resources, and avenues to locate services will be mapped and identified. This information will then be interfaced into a single point of access followed by outreach efforts to promote Idaho's integrated system.

Bonus Area 2: Infant/Toddler Emphasis

To address the statewide need for infant and toddler care, efforts will be made to increase the availability and quality of care, especially in rural and high need communities. One of the ELQ Coordinators will focus exclusively on infant and toddler care through a strengths-based, responsive caregiving approach. The ELQ Infant/Toddler Coordinator will work in collaboration with the EL Business Coordinators, the IdahoSTARS project, LCs, and *Wonderschool* to develop a family child care network. The *Wonderschool* network will support the start-up and sustained operations of home-based child care with an emphasis on quality care for infants and toddlers.

Bonus Area 3: Collaborative Transition & Alignment from Birth to the Early Grades

A School Transition Specialist will be hired to coordinate the new *Steps to Kindergarten* Outreach Project. This coordinated effort will focus on developing an Idaho-specific approach to supporting transitions from early childhood to school systems. A series of projects will engage parents, ECE programs, kindergarten teachers, and school administrators in planning and implementing successful transitions between early learning and kindergarten by focusing on 1) connecting children, 2) connecting families, 3) connecting schools, and 4) connecting communities. As part of the project, school readiness teams will be integrated into the LC Network leading to smoother and more supportive transitions for children at the community level.

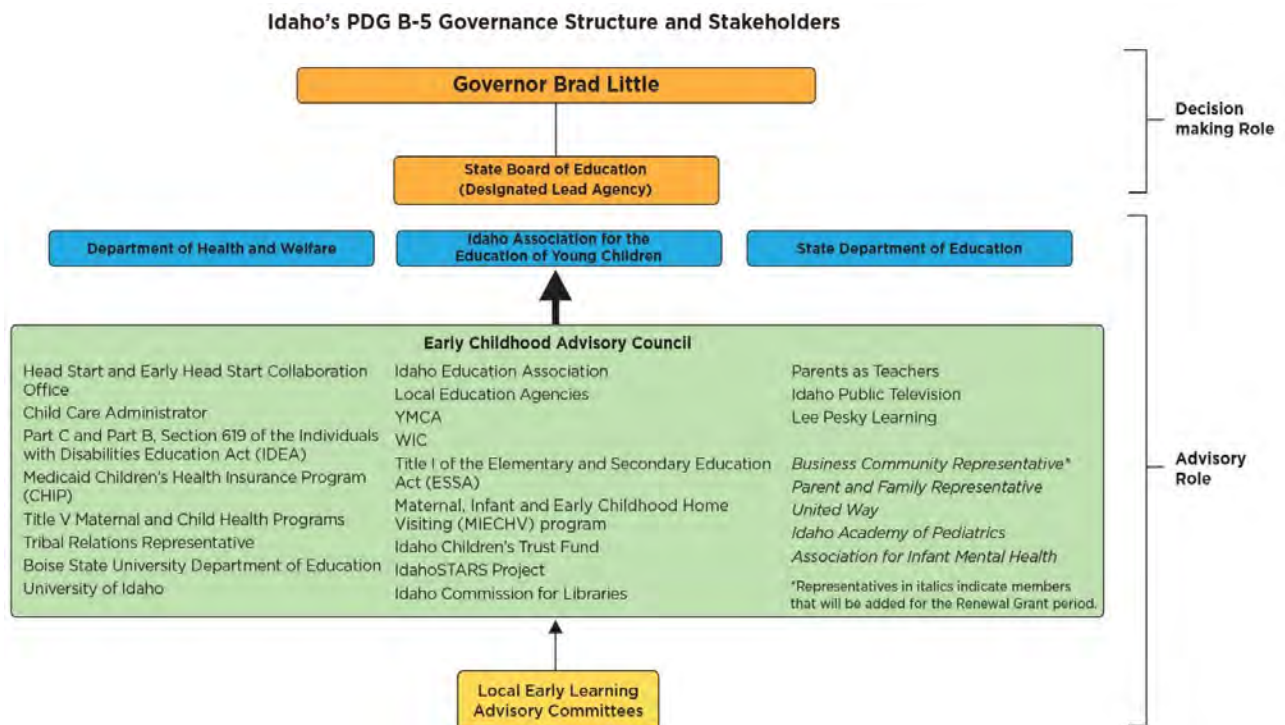


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State of Idaho
Preschool Development Grant Birth through Five

Governance Structure and Stakeholders



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SUBJECT

2021-2026 K-20 Education Strategic Plan

REFERENCE

February 2018	Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.
October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
September 2017	The Board adopted the Higher Education Task Force recommendations, including the recommendation the Board restate the 60% educational attainment goal to: "By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy and that by June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a postsecondary education."
December 2018	Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	Board approved updated K-20 Education Strategic Plan reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
February 2020	Board approved amendments to the FY21 K-20 Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat.

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June 2020	Board approved the institutions' and agencies' strategic plans and delegated approval of the health and special program plans to the Executive Director.
August 2020	Board approved a new mission and vision statement for the K-20 Education Strategic plan.
October 2020	Board reviewed K-20 Education System performance measures.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

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

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

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review

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is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

Section 67-2903, Idaho Code sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle. The state strategic planning requirements are identified in Attachment 3.

IMPACT

Based on the discussion during the Work Session, staff will bring back final edits to the K-20 Education Strategic Plan for the Board's consideration at the February Board meeting. Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2020.

ATTACHMENTS

Attachment 1 – FY 2022 K-20 Strategic Plan – Working Document
Attachment 2 – FY 2021 K-20 Education Performance Measures
Attachment 3 – Literacy Intervention Strategies
Attachment 4 – State Strategic Planning Requirements
Attachment 5 – Board's Master Planning Calendar

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At its October 2020 regular meeting the Board reviewed the performance of Idaho's K-20 education system based on progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan, which includes the agencies, institutions and special/health programs that makeup Idaho's education system. The Board took a deep dive into the metrics used to measure progress toward the Board Goal 2, Educational Readiness. As part of the conversation, there was interest expressed in having a more in-depth conversation around strategies that are being used to close the gap between where we are at and the benchmarks set in the strategic plan. Board members indicated they would like to focus on K-3 literacy and education readiness. Attachment 3 identifies work that has recently been done or is currently being done in the area of literacy intervention and educational readiness.

Pursuant to Section 1615, Idaho Code, students in kindergarten through grade three will have their reading/literacy skills tested on the statewide assessment at least twice a year and the State Department of Education will report the results of the assessment to the Board, the legislature and governor and the results will be made available to the public by school and district. Pursuant to Section 33-1616, Idaho Code, the Board is required to promulgate rules implementing the provisions of the chapter and include "student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks." The data from the statewide reading assessment are necessary to set meaningful literacy growth targets. The Board approved the current literacy growth targets at the August 2016 Regular

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Board meeting. Those targets are codified in IDAPA 08.02.01.802. The existing targets were set based on the legacy version of the Idaho reading indicator (IRI). At this time, data needed to develop new literacy growth targets are not available. Work on setting new literacy growth targets includes amending the current targets in Administrative Code. The negotiated rulemaking process required for amending these targets is currently scheduled to in spring 2021.

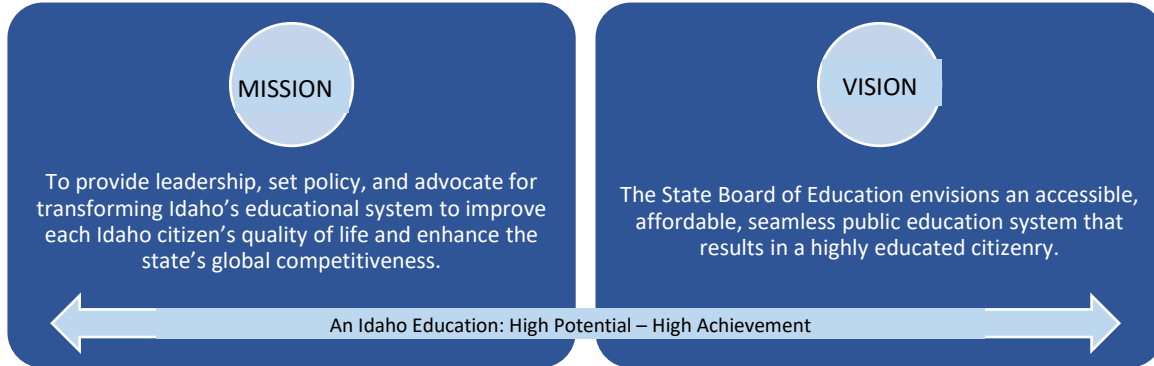
The December strategic planning work session is intended to provide an opportunity for the Board to discuss its strategic priorities and identify any amendments the Board would like to make to the K-20 Education Strategic Plan. The K-20 Education Strategic Plan is documentation of the Board's goals and objectives for education in Idaho, but it also serves as the state's plan for Idaho's K-20 education system and must be aligned to Idaho's constitutional responsibility for a uniform and thorough education system.

BOARD ACTION

This item is for informational purposes only.



Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

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

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

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT –

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

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

GOAL 4: WORKFORCE READINESS -

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

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



FY2021-2026
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – 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.

Performance Measures:

- I. **Development of a single K-20 data dashboard and timeline for implementation.**

Benchmark: Completed by FY2020

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

Performance Measures:

- I. **Percent of Idaho community college transfers who graduate from four-year institutions.**

Benchmark: 25% or more

- II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**

Benchmark: 2 year – less than 55%
4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – 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 by assuring they are ready to learn for the next educational level.

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

Performance Measures:

- I. Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**

Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

- II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**

Benchmark:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	
5th Grade	FY21 Baseline
High School	FY21 Baseline

- III. High School Cohort Graduation rate.**

Benchmark: 95%³ or more

- IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**

Benchmark: SAT – 60%¹ or more
ACT – 60%¹ or more

- V. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80%¹ or more
- VI. **Percent of dual credit students who graduate high school with an Associates Degree.**
Benchmark: 3%² or more
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60%³ or more
Within 36 months of high school graduation.
Benchmark: 80%⁴ or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

- I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**
Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)
- ~~II. **Number of students participating in early readiness opportunities facilitated by the state.**
Benchmark: TBD~~

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – 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.

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

Performance Measures:

- I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**
Benchmark: 60%⁵ or more
- II. **Total number of certificates/degrees produced, by institution per year:**
 - a) Certificates
 - b) Associate degrees
 - c) Baccalaureate degrees

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Total number of certificates/degrees produced, by institution annually	Benchmark
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

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

(Distinguish between new freshmen and transfers)

Benchmark: (2 year Institutions) 75%³ or more

(4 year Institutions) 85%³ or more

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

Benchmark: 50%³ or more (2yr/4yr)

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).

Performance Measures:

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

Benchmark: 50% or more

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

Benchmark: 60% or more

- III. **Median number of credits earned at completion of Associate's or Baccalaureate degree program.**

Benchmark: Transfer Students: 69/138² or less

Benchmark: non-transfer students: 69/138² or less

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

Performance Measures:

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

Benchmark: 3,000⁶ or more, \$16M⁷ or more

- II. **Proportion of postsecondary graduates with student loan debt.**

Benchmark: 50% or less⁸

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

Benchmark: 60% or more

- IV. **Percent cost of attendance (to the student)**

Benchmark: 96%⁴ or less of average cost of peer institutions

- V. **Average net cost to attend public institution.**

Benchmark: 4-year institutions - 90% or less of peers⁴ (using IPEDS calculation)

- VI. **Expense per student FTE**

Benchmark: \$20,000⁴ or less

- VII. **Number of degrees produced**

Benchmark: 15,000³ or more

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Performance Measures:

- I. **Percentage of students participating in internships.**
Benchmark: 10%⁴ or more
- II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution⁴
- III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**
Benchmark:
- IV. **Increase in postsecondary programs tied to workforce needs per year.**
Benchmark: 10⁹ or more

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

Performance Measures:

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8¹⁰ graduates at any one time
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%¹¹ or more
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60%¹¹ or more
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%¹¹ or more
- V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100⁹ or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national

peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

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

EVALUATION PROCESS

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

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

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁵ Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

⁶ Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

⁷ Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

⁸ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁹ New measure.

¹⁰ Benchmark is set based on projected and currently available state resources.

¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	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	FY2021						
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.							
Percent of graduates from Four-year institution who transferred from Idaho community college1	15%	15%	16%	17%	16%	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	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	
Two-year institution							Less than 55%
Math	50.5%	49.4%	45.6%	41.5%	39.1%		
English	23.9%	25.1%	19.0%	15.0%	15.3%		
Four-year institution							Less than 20%
Math	35.6%	37.1%	35.8%	33.1%	29.9%		
English	14.7%	15.2%	18.3%	18.1%	14.5%		
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 ¹⁰	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Kindergarten				44.9%	42.3%	43.4%	TBD
1st Grade				42.9%	48.9%	41.7%	TBD
2nd Grade				60.3%	62.9%	54.3%	TBD
3rd Grade				61.2%	64.0%	58.3%	TBD
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	
Kindergarten				64.1%	NA ¹⁰		TBD
1st Grade				67.5%	NA ¹⁰		TBD
2nd Grade				75.9%	NA ¹⁰		TBD
3rd Grade				73.7%	NA ¹⁰		TBD

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test ¹⁰	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Math							TBD
5th Grade		42.3%	43.8%	45.5%	NA ¹⁰		TBD
8th Grade		39.5%	42.1%	41.6%	NA ¹⁰		TBD
High School		33.2%	34.2%	34.7%	NA ¹⁰		TBD
ELA							TBD
5th Grade		54.2%	55.8%	57.3%	NA ¹⁰		TBD
8th Grade		52.9%	54.7%	54.4%	NA ¹⁰		TBD
High School		60.3%	60.6%	60.3%	NA ¹⁰		TBD
Science							TBD
5th Grade		66.5%	65.6%	64.8%	NA ¹⁰		TBD
High School		65.2%	67.3%	62.8%	NA ¹⁰		TBD
High School Cohort Graduation Rate	2014-15 graduates 78.9%	2015-16 graduates 79.7%	2016-17 graduates 79.7%	2017-18 graduates 80.6%	2018-19 graduates 80.7%	2019-20 graduates	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	
ACT	36%	33%	34%	35%	NA		At least 60%
English	77%	71%	72%	73%	NA		
Mathematics	54%	49%	49%	51%	NA		
Reading	59%	57%	57%	59%	NA		
Science	46%	44%	45%	47%	NA		
SAT		34%	33%	32%	32%		At least 60%
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%		
Mathematics		36%	35%	34%	34%		
Percent of high school graduates who participated in one or more advanced opportunities ²	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	
Any Advanced Opportunities	87%	89%	90%	90%	87%		At least 80%
Specific Advanced Opportunities							
Advanced Placement	39%	38%	39%	39%	40%		
International Baccalaureate	7%	3%	2%	1%	1%		
Dual Credit (Earned) ²	34%	42%	48%	52%	57%		
Technical Competency Credit	54%	62%	59%	56%	44%		
Industry Certification			2%	2%	3%		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percent of dual credit students who graduate high school with an Associate's Degree	1.4%	1.8%	1.6%	1.3%	NA		At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
Within 12 months of high school graduation	53%	53%	53%	52%	NA		At least 60%
	2013 graduates	2014 graduates	2015 graduates	2016 graduates			
Within 36 months of high school graduation	NA	64%	64%	64%	NA		At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.							
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	NA	NA	NA	44.9%	42.3%	43.4%	TBD
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Number of students participating in early readiness opportunities facilitated by the state.	NA	NA	NA	NA	NA		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.							
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.							
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³	42.4%	42.4%	41.8%	42.2%	43.8%		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 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	
Two-year institution							
New student	52%	56%	55%	54%	58%		At least 75%
Transfer	58%	61%	65%	57%	63%		At least 75%
Four-year institution							
New student	74%	74%	75%	74%	75%		At least 85%
Transfer	72%	76%	76%	75%	76%		At least 85%

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Total number of certificates/degrees produced, by institution per year ¹	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293		TBD
College of Eastern Idaho	102	109	110	108	110		
College of Southern Idaho	192	151	154	146	129		
College of Western Idaho	229	240	402	508	1264		
North Idaho College	259	431	556	604	619		
Boise State University	0	0	0	0	0		
Idaho State University	200	194	200	215	171		
Lewis-Clark State College	22	18	12	15	26		
University of Idaho	0	0	0	0	0		
Associate degrees	3,637	3,541	3,580	3,461	3,583		TBD
College of Eastern Idaho	118	121	93	147	164		
College of Southern Idaho	919	816	800	839	947		
College of Western Idaho	996	979	984	886	949		
North Idaho College	749	687	690	681	657		
Boise State University	145	116	119	133	111		
Idaho State University	362	405	472	428	420		
Lewis-Clark State College	351	414	425	347	365		
University of Idaho	0	0	0	0	0		
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101		TBD
Boise State University	3,174	3,317	3,373	3,472	3,680		
Idaho State University	1,228	1,168	1,166	1,233	1,155		
Lewis-Clark State College	541	528	587	626	505		
University of Idaho	1,865	1,852	1,798	1,702	1,761		
Percent of full-time, first-time freshman graduating within 150% of time or less ¹							
Two-year institution	2013-14 cohort 20%	2014-15 cohort 22%	2015-16 cohort 25%	2016-17 cohort 26%	2017-18 cohort 28%	2018-19 cohort	At least 50%
Four-year institution	2010-11 cohort 41%	2011-12 cohort 42%	2012-13 cohort 46%	2013-14 cohort 47%	2014-15 cohort 49%	2015-16 cohort	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	21%	21%	22%	23%	23%		50% or more
Two-year institution	7%	7%	7%	8%	7%		
Four-year institution	26%	27%	28%	30%	31%		

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percent of new degree-seeking freshmen completing a gateway math course within two years ¹	2013-14 cohort 40%	2014-15 cohort 44%	2015-16 cohort 47%	2016-17 cohort 48%	2017-18 cohort 47%	2018-19 cohort	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹							
Transfer students							
Associate - Two Year Institution	83	81	80	78	79		69
Associate - Four Year Institution	129	131	127	116	118		
Baccalaureate	145	145	145	146	143		138
Non-transfer students							
Associate - Two Year Institution	74	73	71	69	69		69
Associate - Four Year Institution	112	106	106	106	101		
Baccalaureate	137	137	136	136	133		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							
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988		At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12		
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767		
Opportunity Scholarship for Adult Learners	0	0	0	57	126		
Postsecondary Credit Scholarship	0	16	45	79	83		
Total Dollar Amount of Scholarships Awarded	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	\$16,263,535		At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$176,000	\$152,038	\$174,497	\$185,627	\$158,777		
Opportunity Scholarship	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	\$15,628,220		
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$104,564	\$357,088		
Postsecondary Credit Scholarship	\$0	\$20,750	\$62,850	\$113,550	\$119,450		
	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
Proportion of postsecondary graduates with student loan debt	50%	45%	45%	44%	42%		
Two-year institution	48%	41%	42%	40%	38%		
Four-year institution	50%	46%	46%	46%	43%		Less than 50%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	2019-20 seniors 43%	2020-21 graduates	60% or more

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percent change in price of attendance (to the student) ³	FY2015	FY2016	FY2017	FY2018	FY2019		
Two-year institution							
Students living off campus	5%	-3%	13%	-10%	NA		Less than 4%
Four-year institution							
Students living on campus	3%	-2%	-2%	4%	NA		Less than 4%
Students living off campus	7%	0%	-3%	-8%	NA		Less than 4%
Average net price to attend public institution. ³	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Four-year institution	101%	93%	94%	90%	NA		90% of peers
Expense per student FTE ³	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
	\$22,140	\$23,758	\$24,512	\$25,111	NA		Less than \$20,000
Two-year institution	\$13,883	\$15,168	\$15,432	\$15,196	NA		
Four-year institution	\$25,118	\$26,691	\$27,701	\$28,766	NA		
Number of degrees produced (Undergraduate) ¹	10,448	12,487	12,772	12,699	13,106		At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.							
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.							
Percentage of students participating in internships	5%	5%	8%	6%	6%		10% or more
Percentage of undergraduate students participating in undergraduate research. ¹							
BSU	35%	37%	37%	43%	43%		Greater than 40%
ISU	43%	42%	41%	38%	36%		Greater than 50%
UI	64%	65%	61%	58%	60%		Greater than 60%
LCSC	10%	14%	16%	20%	12%		
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹	1:0.24	1:0.25	1:0.25	1:0.24	1:0.26		1:0.25 or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45		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	4	8	11	11		8

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%		At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho							
Boise	47%	56%	53%	73%	63%		At least 60%
ISU	43%	71%	29%	43%	43%		At least 60%
CDA	NA	50%	83%	72%	67%		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)	79	84	91	102	111		100
Notes: ¹ FY20 performance measures for the postsecondary institutions are preliminary. ² SDE report card data except Dual Credit has been modified to only include students with earned course credits ³ This metric is contingent on the IPEDS data release. ⁴ The Public Use Microdata Sample of the American Community Survey is published In November ea year. ¹⁰ Spring IRI tests results not tabulated, ISAT not administered due to COVID closures							

LITERACY INTERVENTION – UPDATE AND MILESTONES

Governor’s Task Force for Improving Education (2012/2013)

After eight months of study and deliberation, the Task Force for Improving Education (2012/2013) finalized 20 recommendations. The Board adopted the recommendations understanding that many of them would require further work to develop implementation plans, and shepherd them through to full implementation. To that end the Board established three subcommittees of the Task Force to facilitate this work. These subcommittees included the Career Ladder subcommittee, Structure and Governance subcommittee, and Literacy subcommittee. The Literacy subcommittee completed their work and brought forward recommendations in December of 2014 for Board consideration.

- **Literacy Proficiency (Literacy Subcommittee) Recommendation (2013)**

Recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student’s education. Students must learn to read before they can read to learn content in other subject areas.

Task Force Recommendation Implementation (2014)

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student’s education. Students must learn to read before they can read to learn content in other subject areas. Recommendations can be summarized as follows:

- Recommendations on changes to Idaho Code to expand state-supported literacy interventions for struggling early readers.
- Recommendations on identifying and implementing a new early literacy assessment package.
- Recommendations on changes to Idaho Code to refine the language related to the Idaho Reading Indicator (IRI).
- Recommendations on literacy training through teacher preparation and professional development.
- Update Idaho Comprehensive Literacy Plan to replace the one approved by the State Board of Education in 1998.

Estimated Fiscal Impact: (Contingent on adoption of Literacy Implementation Recommendations – 2015):

FY17:

- Full day Kindergarten or substantial intervention for students who score below basic on IRI (4,251 students X \$2,310) \$9,819,232.50
- 20 hours of intervention for students in grades 1-3 who score basic on IRI (15,487 x \$53.27) \$824,902.90
- Intervention for students who score basic or below basic on the IRI-Alt (691 x \$106.53) \$73,579.31

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- Books for school libraries, 2 books per student per year, grades K-5, 135,974 students x \$23.46 (funding would be broken out over three years. \$189,950

FY18:

- Full day Kindergarten or substantial intervention for students who score below basic on IRI \$6,323,336.25
- Job-embedded literacy professional development \$1.3M
- Books for school libraries \$1M
- Undetermined amount for new Idaho Reading Indicator Assessment.

Task Force Recommendation Implementation (2015)

In 2015 the Board formed two additional subcommittee's to continue the work of developing recommendations for implementation of the task force recommendations. The Literacy Implementation Subcommittee completed their initial work and brought forward their recommendations for Board consideration at the August 2015 Board meeting. The Board approved an initial legislative idea at the June 2015 Board meeting pending formal adoption of the final recommendations.

The Board formally adopted the recommendations at the August 13, 2015 Board meeting.

- State Guidance
 - The Comprehensive Literacy Plan be reviewed and revised every five (5) years, beginning with a revision in 2015. The Literacy Committee is currently in the process of editing the plan and intends to present a new Comprehensive Literacy Plan to the Board of Education at the December 2015 Board meeting.
 - The state provide guidance to ensure that teachers are well-trained to provide high-quality literacy instruction. Specifically, we recommend that the Idaho Comprehensive Literacy Course requirements be reviewed and revised every five (5) years. Additionally, we recommend the state support job-embedded literacy professional development for currently practicing teachers.
- Reading Interventions
 - The state expand reading interventions for students who, based on their Idaho Reading Indicator (IRI) scores, are struggling to develop literacy skills.
 - A substantial increase in funding for kindergarten interventions, including full-day kindergarten for those who score in the lowest performance category and substantial funding for districts to support full-day kindergarten or other significant interventions for students who score in the middle performance category (currently referred to as 2), but have not yet reached proficiency.
 - Interventions be expanded to students in first through third grade who score in the middle performance category, but who have not yet reached proficiency.
- Assessment
 - Statutory language related to the Idaho Reading Indicator be revised to clarify purpose of the assessment and eliminate unnecessary and confusing details.

- The State Board of Education consider adopting a new early literacy assessment package to replace the assessment currently used for the Idaho Reading Indicator.
- Libraries
 - The state support renewal and expansion of school libraries by providing funding for districts to purchase books for their elementary schools.

Comprehensive Literacy Plan Update (2015)

Approved by the Board at the December 2015 Board meeting.

Task Force Recommendation Implementation (2016)

In 2016, the Legislature enacted the Board's proposed literacy intervention legislation. As a result, school districts and public charter schools started receiving state funding targeted specifically for locally developed literacy intervention plans targeting students in grades K – 3 who were reading below grade level as identified by the Idaho Reading Indicator (IRI).

- For FY 2017, the state appropriated \$9.1 million plus an additional \$2.1 million from the existing base for public schools to implement their K – 3 literacy intervention plans.
- The State Department of Education issued an intent to award a contract based on RFP for to update the IRI.

Implementation of New Statewide Reading Assessment (2017-2020)

K-20 Education Strategic Plan Update (2019)

In February the Board approved an updated K-20 Education Strategic Plan Goal focusing on education readiness with a focus on literacy proficiency as a key performance measure.

Governor's Task Force - Our Kids, Idaho Future Literacy Recommendations (2019)

In 2019, Governor Brad Little convened Our Kids, Idaho's Future. The task force was made up of a wide range of stakeholders from both industry and the public K-12 education system. The group was asked to build on the 2013 recommendations of the K-12 Task Force for Improving Education, to review and recalibrate those recommendations with an overall goal of developing a shared vision for where Idaho's K-12 system should be in five years. The task force was co-chaired by Board President Debbie Critchfield and Bill Gilbert, and was made up of 27 members in total. The task force was asked to be evolutionary, not revolutionary, and to focus on student achievement in literacy and college and career readiness and to bring back recommendations on strategies for accomplishing two to three key student achievement goals and increasing accountability over the next five years. The Board adopted the final recommendations from the Task Force at the February 2020 Regular Board Meeting. Five recommendations were put forward for consideration, the recommendations specifically targeting literacy included:

- Statewide Accountability: Focusing Our Efforts on K-3 Literacy
- Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement
- (Indirectly) Strategic amendments to K-12 funding that recognize state level priorities while providing more flexibility

Recent State Funding Supporting Literacy Proficiency

The Governor and Legislature have shown support in this area through the appropriation of funding targeting literacy intervention:

- FY 2019: \$1,740,300 appropriation for K-3 literacy proficiency in addition to the existing \$11,250,000 in the public schools' budget used for literacy intervention.
- FY 2020: Fully funded the Governor's request for \$13,156,500 new monies for K-3 literacy intervention. Of this, \$3,156,500 was a one-time funding transfer from the Opportunity Scholarship Program Account.
- FY 2021: \$3,156,500 of ongoing funding for K-3 literacy intervention at the school lever, bringing the total ongoing general funds for literacy intervention to \$26,146,800.

Board Legislation

Board approved legislative language consolidating Idaho Code addressing literacy proficiency provisions, updating language, and providing statement of purpose and importance of literacy proficiency by the end of grade 3.

Comprehensive Literacy Plan Update (2020)

Considered for approval by the Board at the December 2020 Board meeting.

Fall IRI Test Results			
Grade and Test Subject	2018-2019	2019-2020	2020-2021
All Grades			
Composite	52.5	54.7	49.6
Listening Comprehension	70.2	68	70.5
Comprehension	56.7	57.8	52.7
Vocabulary	55.1	62.3	59.9
Text Fluency	56.1	58	51.4
Alphabetic Decoding	45.9	47.7	40.6
Letter Knowledge	29	32.4	29.7
Phonemic Awareness	66.2	66.2	63.5
Spelling	50.2	49.4	41.1
KG			
Composite	44.9	42.3	43.4
Listening Comprehension	70.2	>68	>70
Vocabulary	44.4	42	44
Letter Knowledge	25.4	23.7	25.2
Phonemic Awareness	58.6	55.7	56.1
Grade 1			
Composite	42.9	48.9	41.7
Comprehension	46.3	46.7	42.5
Vocabulary	51.4	64.7	59.7
Alphabetic Decoding	45.9	<48	<41
Letter Knowledge	32.4	40.9	34
Phonemic Awareness	73.4	76.4	70.6
Spelling	46.2	45.1	38.2
Grade 2			
Composite	60.3	62.9	54.3
Comprehension	59.2	60.3	53.5
Vocabulary	59.9	69.2	65.2
Text Fluency	56	54.7	47.1
Spelling	49.8	48.3	36.9
Grade 3			
Composite	61.2	64	58.3
Comprehension	64.2	66.2	62
Vocabulary	63.8	72.3	69.8
Text Fluency	56.1	61.2	55.8
Spelling	54.5	54.8	48.1

Statutory Requirements

ELEMENTS OF STRATEGIC PLANS

Per Idaho Code 67-1903(1), each agency's strategic plan should, at a minimum, contain the following:

1. A comprehensive outcome-based vision or mission statement covering the major divisions and core functions of the agency;
2. Goals for the major divisions and core functions of the agency;
3. Objectives and/or tasks that indicate how the goals are to be achieved;
4. Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
5. Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
6. An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

OTHER STRATEGIC PLAN REQUIREMENTS

The strategic plan should also meet the following additional requirements outlined in Idaho Code 67-1903(2)-(6):

- Covers a period of not less than four years forward including the fiscal year it is submitted and is updated annually.
- Serves as a foundation for developing performance report information.
- Provides the opportunity to consult with appropriate members of the Legislature and other stakeholders.
- Minimize the number of printed copies by using electronic versions where possible.

Cybersecurity Plans

As required by [Executive Order 2017-02](#), the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Agencies were ordered to implement the first five CIS Controls by June 30, 2018. An update on these efforts may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum.

Red Tape Reduction Act

As instructed in the Red Tape Reduction Act ([Executive Order 2019-02](#)), each state agency is required to designate a Rules Review Officer (RRO) “to undertake a critical and comprehensive review of the agency’s administrative rules to identify costly, ineffective, or outdated regulations.”

Each agency shall incorporate into its strategic plan a summary of how it will accomplish this effort, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

Progress must also be reported annually through the agency’s performance report under the profile of cases managed (see Part I-4 below). The following items must be reported:

- Number of Chapters of Administrative Code
- Number of Words in Administrative Code (Excluding Table of Contents and Index)
- Number of Restrictions in Administrative Code (Use of “shall,” “must,” “may not,” “prohibited,” and “required.”)

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Master Planning Calendar (Updated August 2019)

Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Jan	Agencies and Institutions start updating their strategic plan based on SBOE guidance and strategic plan.	The SBOE reviews NWCCU accreditation results as available.	Board presents budget to the legislature	Rules and legislation are presented to the legislature	SBOE presentations to JFAC OSBE distributes annual Fact Book to legislators OSBE Financial Aid/FAFSA Awareness
Feb	Board approves K-20 Education Strategic Plan Agencies and institutions submit their strategic plans to the PPGA Committee for review and discussion prior to April Board meeting submittal.		Line item categories are developed and reviewed by the Presidents' Council and the BAHF Committee		OSBE presentation to germane committees
Mar	Agencies and Institutions finalize their strategic plan updates for submission to the SBOE prior to April agenda cutoff.	Institutions and agencies revise performance measures and benchmarks to align with strategic plan. Early-April agencies and institutions submit <u>proposed</u> performance measures/benchmarks (including continued use of current measures, if appropriate) for review/approval by OSBE. (Note: These measures are for the fiscal year beginning July 1 of the previous year)			
Apr	SBOE reviews and approves updated institution and agency strategic plans OSBE/SBOE receives final DFM strategic plan guidance	SBOE/OSBE receives final DFM performance reporting guidance (for agencies and institutions). SBOE reviews and approves agency and institution <u>proposed</u> performance measures and benchmarks through strategic plan approval.	SBOE is briefed on next FY legislative appropriations as it impacts education agencies and institutions. SBOE approves line item categories for the institutions.	SBOE is briefed on new legislation as it impacts education agencies and institutions. OSBE meets with institution government affairs directors regarding impact of legislation and off-session legislative strategy	
May	SBOE Conducts SBOE Governed institutions Presidents evaluations SBOE reviews self-assessment and makes recommendations for improvements. Executive Director Conducts Agency Heads evaluations.			Agencies and institutions submit legislative ideas for PPGA Committee review and recommendation to Executive Director.	

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Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Jun			<p>OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to August Board agenda deadline).</p> <p>BAHR provides guidance on submitted line items to institutions and agencies prior to submittal of line items for SBOE action in August.</p>	<p>PPGA reviews and provides guidance to Executive Director on <u>proposed</u> agency and institution legislative ideas.</p> <p>OSBE/Executive Director submits legislative ideas to DFM prior to the required July 12 deadline.</p>	SBOE staff meets with legislators in Eastern Idaho (Idaho Falls)
Jul	OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the July 1 deadline.		Agencies and institutions submit estimated MCO budget to OSBE prior to August Board agenda deadline.	<p>New legislation from prior session takes effect July 1.</p> <p>Department of Administration publishes proposed rules and 21 day review period is commenced.</p> <p>Governor's Office and DFM review legislative ideas.</p> <p>OSBE begins development of approved legislative ideas into draft legislation (as appropriate) for consideration at August Board meeting. Legislative language submitted by August agenda cutoff.</p>	
Aug		<p>Agencies and institutions submit agency and institution performance reports to OSBE in early-August. Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans.</p> <p>OSBE submits agency and institution performance reports to DFM by the required August 30 deadline.</p>	<p>-SBOE reviews and approves <u>final</u> budget request for next FY.</p> <p>-Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE.</p> <p>-OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance.</p> <p>In late-August all budget documents returned to OSBE for final submission to DFM and LSO. DFM Deadline for submittal August 30</p>	<p>Board approves any proposed administrative rules. August 30 last day to submit proposed legislative ideas for next session to DFM/Admin Rules</p> <p>Proposed legislation is approved by SBOE.</p> <p>Proposed (final draft) legislation is due to DFM August 16.</p>	<p>SBOE staff meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello)</p> <p>OSBE begins planning for annual Fact Book</p>

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Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Sep	SBOE conducts self-assessment.		Final budget requests forwarded to DFM and LSO by September 1st deadline.	Department of Administration publishes proposed rules and 21 day review period is commenced.	OSBE planning for College Application Week
Oct		SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan.	Authorized budget request revisions due to DFM October 30	DFM forwards legislation to LSO by mid-October . Board approves Pending Rules, modifications are made based on public comment.	SBOE staff meets with legislators in North Idaho (Lewiston/Moscow)
Nov	Staff develops and finalizes the annual update to the strategic plan.	OSBE updates performance measures to align with the Board's strategic plan.		-Proposed legislation in <u>bill format</u> returned by LSO to OSBE for review and final changes. -Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when approved by the Board. Pending rules take effect at the end of the legislative session. November 29 final date for submitting pending rules to DFM/Admin rules for consideration during next session.	OSBE annual College Application Week
Dec				Early-December is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for final approval at special Board meeting if needed..	SBOE staff meets with legislators in North Idaho (Coeur d'Alene) OSBE finalizes annual Fact Book OSBE coordinates with institutions on JFAC presentations

Annual Performance Report Presentations

Month/Year	Institution/Location	Agency
February 2020	BSU	ISDB /IPCSC/
April 2020	UI	HERC/IDLA
August 2020	ISU	ICTE/ IDPTV
October 2020	LCSC	IDVR/EPSCoR