

**BOARDWORK
APRIL 21, 2021**

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 April 5, 2021 and April 12, 2021 Special Board Meetings, and the February 17-18, 2021 Regular Board Meeting minutes.

3. Rolling Calendar

BOARD ACTION

I move to set April 27-28, 2022 as the date and the University of Idaho as the location for the April 2022 regularly scheduled Board Meeting.



STATE BOARD OF EDUCATION MEETING
February 17-18, 2021

DRAFT

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference, with the call originating from the Office of the State Board of Education in Boise, February 17-18, 2021. Board President Debbie Critchfield presided and called the meeting to order at 1:00pm (MST).

Present

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

Shawn Keough
Emma Atchley
Dr. Dave Hill
Sherri Ybarra, State Superintendent

*Except where noted

Wednesday, February 17, 2021, 1:00pm (MDT)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

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

2. Minutes Review / Approval

BOARD ACTION

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M/S (Scoggin/Clark): I move to approve the minutes for the December 10, 2020 and January 4, 2021 Special Board Meetings, and the December 17, 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/Hill): I move to set February 16-17, 2022 as the date and Boise State University as the location for the February 2022 regularly scheduled Board Meeting. A roll call vote was taken and the motion carried 8-0.

OPEN FORUM

There was 1 participant for the Open Forum:

- *Barb DeHaan* – Ms. DeHaan, Director of Northwest Career Colleges Idaho, addressed the Board regarding Goal 3, Objective A, Performance Measure I of the Board’s K-20 Strategic Plan (Educational Attainment). Ms. DeHaan noted that shorter workforce preparation programs are not included within the Board’s benchmark of having 60% of Idahoans between the ages of 25-34 possess a college degree or certificate requiring one academic year or more of study. She asked the Board to consider revising the Performance Measure to account for programs that are shorter than one year.

CONSENT

BAHR

1. Boise State University – Online Program Fee for Undergraduate Certificate in Conflict Management

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Boise State University to offer a wholly online Undergraduate Certificate in Conflict Management at an online program fee of \$350 per credit. A roll call vote was taken and the motion carried 8-0.

2. Boise State University – Online Program Fee for Graduate Certificate in Conflict Management

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Boise State University to offer an existing academic program that will reward a graduate certificate in Conflict Management. The program will charge an online program fee of \$435 per credit. A roll call vote was taken and the motion carried 8-0.

3. University of Idaho – Barbri Service Contract – UI Law School

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to ratify the University of Idaho's execution of the 2019 Barbri Services Agreement and the 2020 Amendment to that Agreement as set forth in Attachments 1 and 2. A roll call vote was taken and the motion carried 8-0.

IRSA

4. Boise State University – Proposal for Discontinuation of Master of Applied Historical Research

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Boise State University to discontinue the Master of Applied Historical Research as proposed in Attachment 1. A roll call vote was taken and the motion carried 8-0.

5. Boise State University – Online Undergraduate Certificate in Entrepreneurship

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by Boise State University to create an online undergraduate certificate in Entrepreneurship as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

6. EPSCoR Appointments

BOARD ACTION

M/S (Scoggin/Hill): I move to reappoint Senator Mark Nye to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to reappoint Doyle Jacklin to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to reappoint Dennis Stevens to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to appoint Dr. Donna Lybecker to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing Idaho State University. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to appoint Dr. Christopher Nomura to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing the University of Idaho. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to appoint Dr. Marianne Walck to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the Idaho National Laboratory, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

7. Semi-Annual Report of Approved Program Requests

BOARD ACTION

M/S (Scoggin/Hill): I move to accept the Semi-Annual Report of Approved Program Requests approved by the Executive Director. A roll call vote was taken and the motion carried 8-0.

PPGA

8. Data Management Council – Appointments

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the appointment of Chris Campbell to the Data Management Council as a representative from the Office of the State Board of Education for a term commencing immediately and ending June 30, 2022. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the appointment of Todd King to the Data Management Council as the at-large representative for a term commencing immediately and ending June 30, 2021. A roll call vote was taken and the motion carried 8-0.

SDE

9. Emergency Provisional Certificates

BOARD ACTION

M/S (Scoggin/Hill): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Breanna Luker, Emily Abercrombie, Karen Antram, Mitzi Cannon, Chris Lewis, Austin Sparks, Kayla Martens, Elizabeth Racer, Kaylee Green, Zuri Meehan, Kayle Niska, Zachary Strong, Keith Davis, James DeVries, Marie Midgley, Ashley Bedke, Jessica Whaley, Thomas Crozier, Amy Kirschner, Brandi Stimpson, Heather Cooper, Kelsi Sidwell, Jared Sorenson, Brittany Streicher, Jennifer Torgesen, Michelle Adams, Emily Armstrong, Justin Burch, Taylor Gee, Kathy Baxter, Katrena Hauger, Kolby Krieger, Kaleigh Poxleitner, Jason DeBie, Janey Bredwick, Marley Bunnell, Holly Carlson, Shauna Haderlie, Katrina Laird, Mirta Meeks, Melanie Neal, Edward Perry, Jennifer Sasser, Eileen Bromgard, Laura Russell, Crystal Oliphant, Megan Ramirez, Clinton Condra, Daniel Cook, Margie Huffaker and Joseph Swainston to teach the content area and grade ranges at the specified school districts or charter schools as provided herein for the 2020-21 school year. A roll call vote was taken and the motion carried 8-0.

10. Northwest Nazarene University – Educator Preparation Program

BOARD ACTION

M/S (Scoggin/Hill): I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University’s Master of Education, Exceptional Child program as an approved educator preparation program for certification purposes. A roll call vote was taken and the motion carried 8-0.

WORK SESSION

PPGA

1. Assessment Overview

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

Board Member Clark introduced the item and then introduced Brian Gong, a Senior Associate and Co-Founder of the Center for Assessment, which has offered technical

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assistance to states in the areas of assessment and accountability in 1998. Mr. Gong facilitated a discussion of assessments that are widely utilized in other states, criteria for determining assessment quality, and key assessment issues. Mr. Gong's slide deck in its entirety can be found within the meeting agenda materials.

Mr. Gong discussed that federal laws governing state assessments have existed for over fifty years, including the Elementary and Secondary Schools Act (ESEA), the Improving America's Schools Act (IASA), the No Child Left Behind (NCLB) Act, the "Race to the Top" initiative, and the Every Student Succeeds Act (ESSA). The US Department of Education utilizes assessments as an essential tool for providing information about the performance of individual students, student groups, schools, districts, and states. Assessments in the areas of English language arts/reading, math, and science are required, and states must also assess based on their own content standards. Assessments must report on a metric of at least three levels of standards-based proficiency, meet federal Peer Review standards, and be utilized as a primary component of the state's accountability system.

Board Member Liebich noted that the ISAT by Smarter Balanced assessment meets all criteria set by the US Department of Education, and inquired about a letter received recently that stated that Idaho's English Language Proficiency assessment did not meet federal criteria. Supt. Ybarra stated that the English language arts and math assessments did meet the criteria. Karlynn Laraway, current Communications Director and former Director of Assessment and Accountability for the State Department of Education, shared that the initial review of Idaho's English Language Proficiency assessment several years ago provided that there are additional requirements that need more evidence. She added that much of the work that is needed will be done by WIDA, the developer and vendor for this particular assessment.

Mr. Gong then discussed several issues surrounding high school assessment, including what grade, if any, should be tested in high school, whether to opt to utilize a college entrance exam and/or a state customer assessment, and whether to use interim assessments to yield summative determination.

Board President Critchfield posed the question of what grade in high school should be tested. Board Member Clark provided context for this question, noting that the current model requires students in Grade 10 to take the ISAT by Smarter Balanced and students in Grade 11 to take the SAT, and that there has been feedback from districts to move to a single test in Grade 11.

Board Secretary Liebich discussed that Idaho's assessments aim to determine proficiency in regard to content standards *and* whether or not students are college and career ready, and noted that perhaps these outcomes should not be measured by the same test. Board President Critchfield stated that the Board should determine its goal and then decide which test will lend itself to that goal. Board Vice President Scoggin

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stated that proficiency in regard to the standards should indicate that a student is college and career ready. Board Secretary Liebich discussed that perhaps the standards do not pertain to technical education and career paths, and inquired if there should be different assessments for different life paths after high school. Board Member Clark shared her interest in a differentiated model for assessment at the high school model, with different assessments for students planning to attend different forms of academic programs.

Roger Stewart, Chair of the Accountability Oversight Committee (AOC), noted that Mr. Gong's presentation meshes well with the AOC recommendations that will be presented later in the agenda. Board Member Clark discussed that the Planning, Policy and Governmental Affairs Committee, as well as the AOC, have envisioned an intermediate step in the progression toward a single assessment that would entail the administration of the ISAT as well as support for students who wish to also take the SAT.

Board Vice President Scoggin shared his concerns for forcing students to choose a particular career path and then having them change their minds in the future. Board Member Hill noted that he grew up in the United Kingdom, where high school does not exist, and echoed Board Vice President Scoggin's comments. He discussed that he is in favor of giving equal status to different forms of education and that there is risk in students deciding upon a path too early. He also added that assessments should be at the jurisdiction of the institutions in regard to what they want to accept as part of their individual admissions requirements. Mr. Gong discussed that it is important to find balance in what the state chooses to adopt and what is credible based on what institutions utilize for their admissions requirements. Board Member Atchley echoed Board Vice President Scoggin and Board Member Hill's comments.

Supt. Ybarra discussed that the ISAT is the assessment that determines if initiatives and curriculum are "working" for students. She shared that she has received feedback from districts stating that they are hesitant to remove this assessment because they are gaining important data from the results, but are in favor of adding additional, optional assessments that may gauge other outcomes.

Mr. Gong reiterated that federal requirements mandate assessments in the areas of English language arts, math, and science, as well as separate assessments for English learners and students with severe cognitive disabilities. However, many states have implemented additional assessments that gauge college and career readiness depending on their chosen path, and have built these additional assessments into their accountability system.

Supt. Ybarra shared her concerns for establishing one sole assessment. Board Member Clark and Mr. Stewart discussed that the AOC's recommendation outlines that students would take the ISAT as the assessment for proficiency in the standards, and also have

the option to take one of the college entrance exams based on their plans after high school.

Board Member Hill inquired what time of year the assessment would be administered in Grade 11, noting that results would likely vary depending on whether it is administered in the fall or in the spring. Board Member Clark discussed that historically, the test has been administered in the spring, but that could easily be changed depending on the Board's preference.

Mr. Gong also discussed the use of interim assessments to yield summative determination. He noted that interim assessments, which are administered throughout the year, are intended to inform instruction within the year.

Board Vice President Scoggin left the meeting at 2:50pm.

There were no additional questions or comments from the Board.

At this time the Board recessed for 15 minutes, returning at 3:15pm (MDT).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Report

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

Dr. Marlene Tromp, Boise State University President, began her annual report by thanking the Board for their ongoing support and stating that education is one of the most important things that can be offered to people to improve their lives and the world.

Dr. Tromp discussed that BSU's budget has experienced a challenging year due to the effects of the COVID-19 pandemic. Over the last year, BSU eliminated 190 permanently eliminated 194 positions for a savings of \$15.9M that was reinvested in other areas that experienced losses. Through faculty and staff furloughs and a hiring freeze, 279 positions were held temporarily vacant which yielded a one-time savings of \$21.9M that were also reinvested in other areas. Throughout the pandemic, BSU has maintained its focus on student and community services by utilizing the Morrison Center and the ExtraMile Arena as high capacity classrooms, spending \$2M to upgrade classrooms for increased safety, and facilitating participation in professional development for 725 faculty in the area of online/remote course delivery.

BSU has experienced a low variation in retention rates over the last year and only saw a slight increase in the number of students who did not complete courses last year. BSU serves more than 33,000 students annually and had 4,741 graduates during the 2019-2020 academic year, and Dr. Tromp noted that total fall enrollment is up 26% since 2012. BSU confers more than half of all bachelor's degrees earned in Idaho, and has

the largest graduate college in the state. Dr. Tromp also discussed BSU's partnerships with local and national businesses and industries.

Dr. Tromp discussed BSU's efforts to afford Idaho a landscape in which to engage in critical dialogue, and shared about the recent "Conversation Series" hosted by the President's Office that helped to facilitate peaceful and free expression that results in a better understanding of everyone's beliefs. The series hosted guest speakers from religious, legislative, judicial, and civic careers, and inspired the upcoming Center for American Values that will create opportunities for dialogue, understanding, and genuine human connection. Dr. Tromp stated that BSU has already received \$1.5M in donations for the creation of the Center.

Dr. Tromp shared that, according to U.S. News and World Report, BSU's online programs are among the nation's best with BSU's online bachelor's program ranked #39 nationally. BSU is the only public or private institution to be ranked, and Dr. Tromp noted that BSU offers over 800 courses and 62 degree and certificate programs wholly online. The cost of education for a BSU student is 42% less than the national average, and for every \$1 invested BSU returns \$8 to Idaho's economy. Dr. Tromp noted that there were 97,403 living BSU graduates as of June 30, 2020 and that that number is expected to surpass 100,000 in May 2021. 64% of BSU alumni live and work in the Treasure Valley and surrounding areas.

Dr. Tromp also discussed several of BSU's innovative programs, including Project Launchpad, Bronco Gap Year, the Institute for Pervasive Cybersecurity, and the Community Impact Program. BSU also had a record-breaking year for research, and received \$58M in research awards which reflects a 41% growth over the last five years. Dr. Tromp also shared that 13 BSU faculty members were ranked among the World's Top 2% Scientists according to the Stanford University List.

BSU has the winningest program in college football history. Dr. Tromp stated that BSU recently hired a new Director of Athletics, Jeremiah Dickey, and a new Head Football Coach, Andy Avalos, who is a BSU alumnus and former BSU football player. Five BSU athletics programs earned public recognition awards from the National Collegiate Athletics Association for outstanding academic performance in Fall 2020.

Lastly, Dr. Tromp outlined BSU's new strategic plan, which will come before the Board for approval in April, highlighting six key priorities: improve educational access and student success, innovate for institutional impact, advance research and creative activity, foster thriving community, and trailblaze programs and partnerships. BSU's annual report in its entirety, including an overview of the new strategic plan, can be found within the meeting agenda materials.

Board Member Keough expressed her thanks for Dr. Tromp's leadership, grace, and patience throughout the pandemic. Board Secretary Liebich echoed these comments,

and shared his concerns about high school students that have experienced disruptions over the course of the past year. Dr. Tromp discussed that she is conscious that BSU will need to serve students differently, particularly incoming freshman during the fall 2021 semester, and is currently working to develop new support services with this in mind. Board Member Clark also expressed her support for BSU and for Dr. Tromp's leadership.

There were no additional questions or comments from the Board.

2. Idaho Public Charter School Commission – Annual Report

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

Jenn Thompson, Director of the Idaho Public Charter School Commission, presented the annual report for the IPCSC. Ms. Thompson began her report discussing that the IPCSC serves taxpayers, families, policymakers, and schools by ensuring compliance, protecting student and public interest, balancing accountability and autonomy, implementing the best authorizing practices, and providing excellent charter school options in Idaho. Ms. Thompson shared that Brian Scigliano, Sherrilynn Bair, and Wanda Quinn were each recently reappointed to the IPCSC, and that Commissioner Bair has stepped into the role of Vice Chair.

Ms. Thompson discussed revisions to IPCSC policy as well as its performance framework. She noted that several areas of the framework stayed the same, including the expectation that charter schools must perform academically, operationally, and financially as well or better than the average of their peers. Key revisions to the performance framework included an alignment of methodologies for measuring academic success and flexibility of comparison groups to ensure "apples to apples" comparisons. Ms. Thompson stated that each proficiency rubric contains the same rating scale – exceeds standard, meets standard, approaches standard, and does not meet standard – and includes definitions for each rating.

Ms. Thompson provided a brief overview of growth in Idaho's charter school sector during FY2020, including 63 total programs at 58 different schools requiring IPCSC oversight, 2 petitions for new schools under review for possible opening in fall 2022, and 15 charter schools authorized by school districts. She also noted that 7.7% of Idaho's publicly educated students opt to attend a charter school.

Ms. Thompson then discussed the IPCSC's financial, academic, and operational outcomes from the past year. Three schools are operating under a notification of fiscal concern, and Ms. Thompson noted that it is likely that two of the three schools will soon be able to petition to remove that notification in June 2021. There are several schools that are currently operating out of expensive facilities. Ms. Thompson shared that 75% of schools in IPCSC's portfolio met their enrollment projections for 2020. Board Secretary Liebich inquired about the effects of the COVID-19 pandemic on enrollment in

charter schools, and Ms. Thompson discussed that the majority of enrollment increases due to the pandemic were in virtual elementary grades. Board Member Clark echoed this inquiry and mentioned a recent study done by Bluum that showed virtual charter schools performing significantly lower than their counterparts in terms of standardized testing. Ms. Thompson stated that she would gather data and follow up with Board Secretary Liebich and Board Member Clark after the meeting.

Ms. Thompson discussed the IPCSC's academic outcomes, stating that IPCSC "brick and mortar" schools held a 92% graduation rate which is significantly higher than the state average. Ms. Thompson also discussed the graduation rate for IPCSC's alternative programs, stating that five alternative programs offer diplomas and that the new performance framework compares alternative charters to alternative programs statewide. There are currently four virtual alternative programs, one blended-learning alternative programs, and one newer brick-and-mortar alternative program that has not yet had a graduating class. Ms. Thompson also discussed operational outcomes, noting that there is one school with Board stewardship goals and two schools that are working toward improvements pertaining to their special education services.

Lastly, Ms. Thompson discussed challenges that the IPCSC has faced as a result of the COVID-19 pandemic. She discussed that because of local control and processes that were already in place, the IPCSC was able to move quickly during the soft closure last spring. However, while 75% of schools met or exceeded their enrollment projects, 4 schools fell more than 15% below their enrollment projection. Moving forward, the new IPCSC performance framework will aid in evaluating schools in a more all-encompassing manner, considering operational and financial measures as well as flexible academic measures.

Board President Critchfield complimented Ms. Thompson and IPCSC Chairman Alan Reed on their leadership and productivity throughout the pandemic.

There were no additional questions or comments from the Board.

Board Vice President Scoggin rejoined the meeting at 4:00pm.

3. Idaho Bureau for Services for the Deaf and the Blind – Annual Report
This item was provided in the agenda materials as an information item.

Brian Darcy, Administrator for Idaho Educational Services for the Deaf and the Blind, provided the annual report for the IESDB. The IESDB serves the entire state of Idaho through seven different regional education centers by providing services for blind, sight-impaired, hard-of-hearing, and deaf individuals from birth to the age of 21. The IESDB current provides services for 2,498 individuals statewide.

Mr. Darcy discussed IESDB's focus on expanded core learning, which provides additional skills that blind, sight-impaired, hard-of-hearing, and deaf individuals need to be successful in their academic careers and in life. The expanded core learning places emphasis on compensatory or functional academic skills (including communication modes), orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

Mr. Darcy then discussed the Idaho School for the Deaf and Blind (ISDB) campus located in Gooding, Idaho. The 40 acre, 111-year-old campus has 110 students currently enrolled, including 59 residential students that reside in six cottages. The campus has recently undergone facility developments, including renovations to the residential cottages, renovations to the bathrooms in the main building, and the transfer of administrative offices back to the original infirmary building.

Supt. Ybarra, who serves as Chairwoman of the Idaho School for the Deaf and Blind, complimented Mr. Darcy on his leadership prior to and throughout the COVID-19 pandemic as well as the services that the IESDB has provided during the pandemic and beyond. Board Member Clark echoed these comments. Matt Freeman, Executive Director, encouraged the Board to visit the Gooding campus once the public health situation improves, especially when courses are in session.

The entirety of Mr. Darcy's presentation is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

4. Accountability Oversight Committee Assessment Recommendation

BOARD ACTION

M/S (Clark/Keough): I move to adopt the Accountability Oversight Committee recommendations as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Supt. Ybarra abstained from voting.

Board Member Clark introduced the item and asked Roger Stewart, Chair of the Accountability Oversight Committee (AOC), to provide an overview of the AOC's recommendations pertaining to assessments. Mr. Stewart noted that the Board discussed assessments earlier in the agenda during the Work Session, and briefly discussed the AOC's recommendations.

The AOC received feedback from the Idaho Technical Advisory Committee in regard to the SAT, ACT, and ISAT by Smarter Balanced assessments. Over the course of several extensive meetings, the AOC developed the following recommendations:

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- Explore a multi-assessment option for high school
- Maintain the ISAT by Smarter Balanced as the high school assessment for state and federal accountability
- Administer the ISAT by Smarter Balanced in grade 11, beginning in 2022-2023
- Explore incorporation of the ISAT by Smarter Balanced 11th grade assessment into the Direct Admissions program and/or eliminate the college entrance exam graduation requirement
- Support efforts to provide financial support for college and career examinations

The AOC's recommendations in their entirety can be found within the meeting agenda materials. Mr. Stewart noted that the AOC recommends that their recommendations be accepted as a package.

Board Member Clark inquired if the Board will need to take separate action in the future in regard to assessments as they pertain to graduation requirements. Board President Critchfield and Tracie Bent, Chief Planning and Policy Officer, responded that IDAPA 08.02.03 requires that the Board go through the formal rulemaking process to implement the recommendations. This would be a yearlong process. Board Member Hill inquired if the motion solely establishes intent, and Board President Critchfield responded that the motion initiates a path forward but there will still be further Board action necessary to implement changes.

Board Secretary Liebich shared that he feels that adoption of the AOC recommendations is premature, since the assessment tests proficiency on the content standards but the standards are currently being reviewed and revised. He noted that directionally this Board action makes sense, and that legislative support will be necessary moving forward. Board Vice President Scoggin echoed these comments.

Supt. Ybarra stated that she would abstain from voting, elaborating that there are several areas of the AOC recommendations that she is not comfortable supporting at this time.

Board Member Hill discussed that there are many contingencies on the recommendations, but noted that he is happy to support the motion to at least begin the process. Board Member Clark discussed the diverse makeup of the AOC, adding that there is representation from the Board, the State Department of Education, and several stakeholder groups, and stated that the recommendations are the product of many extensive conversations. She also stated that it is important for the Board to begin moving forward with the recommendations because of the lengthy timeframe for implementation.

Board President Critchfield stated that the Planning, Policy and Governmental Affairs Committee and the AOC will continue to collaborate and present next steps to the Board in consideration of the content standards and other contingencies.

There were no additional questions or comments from the Board.

5. K-20 Education Strategic Plan

BOARD ACTION

M/S (Clark/Hill): I move to approve the FY 2022-2027 K-20 Education Strategic Plan as provided in Attachment 1 as amended. A roll call vote was taken and the motion carried 6-2, with Ms. Keough and Mrs. Atchley voting Nay.

Board Member Clark introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide details. Ms. Bent stated that this item is a follow-up to the Work Session during the December 2020 Board Meeting, and that the proposed amendments were agreed upon during that meeting. The revised plan, in its entirety, can be found within the meeting agenda materials.

Ms. Bent provided a brief overview of the proposed amendments, which included:

- Adding an additional performance measure to Goal 2, Objective A, measuring cohort literacy proficiency growth
- Removal of the performance measure under Goal 2, Objective B, measuring the number of students participating in early readiness opportunities due to lack of available data
- Revised wording on Goal 3, Objective A, changing “degrees produced” to “degrees conferred”

Additionally, Ms. Bent noted that Goal 3, Objective A, Performance Measure I, which denotes Board’s benchmark of having 60% of Idahoans between the ages of 25-34 possess a college degree or certificate requiring one academic year or more of study, would be removed. There has been previous discussion of removing this performance measure because the Board does not have control over individuals moving in or out of Idaho, which ultimately affects the percentage of degree holders.

Board Member Clark discussed that, in light of Barb DeHaan’s comments during the Open Forum and a letter received from Lieutenant Governor McGeachin, perhaps the Board should create a separate benchmark to capture credentials that are attained after less than one year of study. Matt Freeman, Executive Director, stated that the Board should be hesitate to take that approach because the Board’s plan only pertains to the institutions that the Board oversees and governs. He reiterated that the concern for the 60% goal stems from the fact that it pertains to factors that the Board cannot control, and creating a separate benchmark would lend itself to this issue. Board Member Clark

clarified that rather than incorporating those credentials into the strategic plan, she is suggesting that the Board capture the data separately.

Board Vice President Scoggin discussed that the letter from Lieutenant Governor McGeachin deserves more consideration. He added that he is hesitant to remove the 60% goal without any benchmark with which to replace it. Ms. Bent stated that, if approved, the motion would remove that performance measure, and noted that the motion could be amended to maintain the 60% goal until a suitable replacement performance measure is determined. Board Member Clark reminded the Board that this goal is something that the Board cannot control, and discussed that this should be taken into consideration.

Board Secretary Liebich stated that he is hesitant to remove the goal until the Board has something to replace it with. Dr. Cynthia Pemberton, Lewis-Clark State College President discussed that the goal provides a “concrete and powerful North Star” for the state, but that it is out of the institutions’ control and is used as a sort of public relations punishment if the goal is not met. Board President Critchfield stated that the Board recognizes that the goal is out of the institutions’ control, and suggested that the motion be amended to maintain the goal and initiate work with the Planning, Policy and Governmental Affairs Committee to establish an alternative. Ms. Bent stated that prior Board conversations suggested that it would be beneficial to move away from the population goal to a degree production goal. Board Member Hill echoed Board Secretary Liebich’s comments and suggested that the goal could be kept as an overall goal for the state rather than an annual performance measure.

Board Member Clark stated that the new motion would maintain the 60% goal, rather than remove it, and correct a minor spelling error.

Board Member Atchley discussed that she opposed the motion because she does not agree with maintaining the 60% goal.

There were no additional questions or comments from the Board.

6. Legislative Update

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

Board Member Clark introduced the item and asked Tracie Bent, Chief Planning and Policy Officer to provide an overview of the legislation pertaining to education that has been introduced during the 2021 Legislative Session. Ms. Bent stated that forty-six bills pertaining to education have been printed so far this year, and focused on two bills that were approved by the Board and submitted through executive agency process or budget request process – S1006, S1007, and S1008.

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Ms. Bent discussed that S1008, a \$166,500 supplemental FY2021 budget appropriation for IT and Data Management has passed the House and the Senate and was signed by Governor Little on February 9, 2021. S 1007, which amends an existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements, was passed by the Senate, had its first reading in the House, and has been referred to the House Education Committee. S1006, which amends, repeals, and adds to existing law to enact the Idaho Literacy Achievement and Accountability Act, was passed by the Senate, had its first reading in the House, and has been referred to the House Education Committee.

Board Secretary Liebich inquired about the deadline for new bills to be introduced. Ms. Bent stated that the deadline for new bills to be introduced by a non-privileged committee was February 15, 2021, and noted that Education is a privileged committee that is still able to introduce bills.

Board Vice President Scoggin inquired about H0067 and H0068. H0067 clarifies who has the authority to close schools or limit school activities or programs for the purpose of stopping the spread of infection disease, creating a new section of code stating only the Governor, State Board of Education, or local school board can close schools to prevent the spread of infection disease. H0068 adds to existing law to provide for policies regarding the prevention and spread of infectious disease at colleges and universities adopted by the colleges and universities and limits the authority to close the public institutions to the State Board of Education for the institutions under the Board's direct governance and to the community college board of trustees for the community colleges. Board Vice President Scoggin inquired if this will place a new responsibility on the Board if passed, and Ms. Bent and Board President Critchfield discussed that the new bills would be consistent with the actions that the Board took in spring 2020 at the onset of the COVID-19 pandemic.

A full list of legislation pertaining to education that has been introduced during the 2021 Legislative Session (as of February 9, 2021) is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

The Board recessed for the evening at 5:33pm (MDT).

Thursday, February 18, 2021 9:00am (MDT)

Board President Critchfield asked for unanimous consent to reorder the agenda, moving Instruction, Research and Student Affairs ahead of the State Department of Education. There were no objections.

AUDIT

1. Lewis-Clark State College Foundation Operating Agreement

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the Operating Agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Vice President Scoggin introduced the item and discussed that it pertains to the Lewis-Clark State College Foundation operating agreement, which has been fully reviewed by the Audit Committee. The agreement in its entirety can be found within the meeting agenda materials.

There were no questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Amendment to Board Policy II.R. – First Reading

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the first reading of Board Policy II.R. to allow multiple institutional representatives to serve on the Retirement Plans Committee as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Board Vice President Scoggin, the Chair of the Retirement Plans Committee, to provide background information. Board Vice President Scoggin discussed that this policy places a limit on the number of participants representing institutions on the Retirement Plans Committee. If approved, the motion would allow more than one two-year institution representative and one four-year institution representative on the committee. The amendment would allow more than one representative for two-year institutions and four-year institutions, which would allow greater representation in service of the plans.

There were no questions or comments from the Board.

2. Amendment to Board Policy V.R. – First Reading

BOARD ACTION

M/S (Hill/Clark): I move to approve the first reading of policy V.R. to amend the process through which fees are established as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and discussed that the purpose of the proposed amendments to Board Policy V.R. is to create clarity and simplicity for students and to clearly define the role of tuition and the role of fees. Board Member Hill noted that the Business Affairs and Human Resources Committee has been working on revisions to Board Policy V.R. for quite some time, and that this is not an effort to circumvent a recent piece of legislation (H116) that was introduced pertaining to student fees.

Board Member Hill and Todd Kilburn, Chief Financial Officer, provided a brief overview of the proposed amendments. Board Member Hill discussed that proposed amendments to Section I require that institutions communicate the price of tuition and fees to students, and consolidates facilities, activity, and technology fees into a Consolidated Mandatory Fee, which will allow for institutions to be more agile in responding to student needs. Mr. Kilburn discussed that because there has been confusion among students because graduate tuition rates were layered on top of undergraduate tuition rates, and the proposed amendments would create separate in-state graduate, in-state undergraduate, out-of-state graduate, and in-state graduate tuition rates. In regard to special tuition, he added that institutions can bring proposals forward for Board approval, and the Board will be able to set tuition rates for special programs that are separate from the four categories outlined above.

Board Member Hill then discussed proposed amendments to Section II, which would create the option to establish a systemwide tuition rate. He noted that this was proposed in order to accommodate the creation of Online Idaho, which will allow students to simultaneously take courses from multiple Idaho institutions. Mr. Kilburn discussed amendments to Section III, which will align the Western Undergraduate Exchange (WUE) tuition rate with the Board's agreement with the Western Interstate Commission for Higher Education. He stated that the policy was written before WUE was established.

Matt Freeman, Executive Director, discussed that revisions to Board Policy V.R. have been at least ten months in the making, and noted that the Board is cognizant of H116 and that Board approval of the proposed amendments will help inform conversations with legislators. Board President Critchfield noted that this is the first reading of this revised policy, and that there will likely be more conversations about the amendments moving forward.

Kevin Satterlee, Idaho State University President, thanked Board Member Hill and the institutions' Vice Presidents of Finance for their work on amendments to this policy. He discussed that because of the way the tuition and fee system has been built, he would suggest including a general statement noting something to the effect of, "all tuition and fees collected shall be usable for any lawful purpose by the institution unless otherwise specified." Additionally, President Satterlee commented on the professional fees section of the policy, noting that perhaps the requirements for setting professional fees may be a bit too stringent.

Board Member Atchley inquired whether or not student fees are specifically designated for various campus activities. President Satterlee discussed that each of the institutions has designated fees for designated activities, and added that the consolidation of fees would advocate for the cost of delivering an institution's "product" rather than providing a lengthy list that could create confusion among students. Board Member Atchley asked if this consolidation of fees without specificity could lend itself to the institutions raising fees without adequate justification. President Satterlee responded anecdotally discussed departments operating during a budget cut, with some departments receiving fees over others rather than utilizing fees to compensate for gaps in the budget where necessary. Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that the institutions have unique, student-driven processes for determining fees, and that consolidation and flexibility of fees is something that students have specifically asked for. Board Member Hill discussed that the underlying philosophy of the amendments to

Board Policy V.R. is to give the institution Presidents the flexibility to respond to a variety of circumstances in a way that best serves students' interests. Board Member Clark stated that she is supportive of the policy amendments and expressed her gratitude for the work that has gone into it, and inquired if other institutions have had student requests for the consolidation of fees. President Satterlee stated that ISU students are actively involved in helping with the determination of fees and the allocation of fees. Scott Green, University of Idaho President, and Mark Heil, Vice President of Finance and Administration at Boise State University, echoed these comments. Mr. Heil also discussed the student activities fee, for which students determine the general allocation.

There were no additional questions or comments from the Board.

3. Idaho State University – Online Program Fee for the Fire Services Administration Associate of Science and Bachelor of Science

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the request by Idaho State University to add an online program fee of \$250.00 per credit to the online Fire Services Administration program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and noted that normally, this item would be placed on the Consent agenda, but that it is particularly relevant to the preceding conversation the Board had about Board Policy V.R. Kevin Satterlee, Idaho State University President, stated that the fee is comparable with the market and that the establishment of this fee will make the program more affordable for prospective students. Glen Nelson, Vice President for Finance and Business Affairs at ISU, echoed these comments.

There were no questions or comments from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Cybersecurity Initiative Update to the Board

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

Board Secretary Liebich introduced the item and discussed that the 2020 Legislature appropriated \$1M to create a statewide, collaborative cybersecurity initiative. The President's Leadership Council selected the University of Idaho as the sponsoring institution for this initiative and Dr. Michael Haney, Assistant Professor of Computer Science at the University of Idaho and cybersecurity researcher for the Idaho National Laboratory, was selected to lead the effort. Dr. Haney provided an update of the initiative's progress to date.

Dr. Haney discussed that many of Idaho's institutions were already active in cybersecurity before the initiative started. Work on this initiative will continue after the current fiscal year, and collaborators are seeking additional funding from industry, state, and federal grants. Dr. Haney provided a visual representation of Idaho's cybersecurity "ecosystem"; his slide deck can be found within the meeting agenda materials.

Dr. Haney discussed that the current focus is on Idaho's "Cyber Range", which involves laying the foundation for a statewide, interconnected range for hands-on training and education. Each institution will have at least one "node" on the range, and for some institutions this "node" will be a Security Operations Center (SOC) that will mimic real-world facilities and activities. The College of Eastern Idaho has already installed their SOC, and Dr. Haney noted that the initiative is currently working with the College of Western Idaho on IRON connectivity for complete connection between all institutions.

Dr. Haney shared that a steering committee has been established with representation from each institution, and that Boise State University, Idaho State University, and the University of Idaho are working on shared curriculum for undergraduate course offerings. The first undergraduate course was offered during the Spring 2021 semester and additional courses will be developed and offered in Fall 2021 and Spring 2022. Dr. Haney also discussed industry partnerships, noting that the steering committee has been working with the Workforce Development Council, Idaho Business for Education, and the Idaho Technology Council to connect students with co-op education and apprenticeship opportunities.

Board Member Hill inquired about the sustainability of the program since it was funded with one-time monies. Dr. Haney discussed that Idaho has a solid foundation for a robust cybersecurity program, and that those involved are dedicated to making the initiative sustainable long-term. He also noted that industry partnerships will be valuable in moving the initiative forward. Scott Green, University of Idaho President, echoed

these comments and noted that there will need to be conversations about sustainable funding for the initiative in the future.

There were no additional questions or comments from the Board.

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

BOARD ACTION

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

Board Secretary Liebich introduced the item and discussed that Board Policy III.Z. was designed to which programs each institution could offer prior to the streamlined, statewide collaboration among the institutions. He noted that the President’s Leadership Council agreed that there should now be added flexibility within the policy, and asked Dr. TJ Bliss to provide further background information on the proposed amendments.

Dr. Bliss discussed that the President’s Leadership Council asked the Council on Academic Affairs and Programs to establish a workgroup to thoroughly review and revise Board Policy III.Z. Dr. Bliss provided an outline of the proposed amendments, which included:

- The addition of two new definitions for high-demand programs and joint programs
- The creation of a specific section pertaining to the delivery of high-demand programs
- The removal of the statewide program responsibilities list for Boise State University, the University of Idaho, and Idaho State University from the policy and relocating this list within the official three-year plan document approved by the Board
- The clarification of delivery of programs that cross service regions
- Specification of requirements for memoranda of understanding between institutions for high-demand programs, joint programs, program transitions, and programs with regional or statewide program responsibilities

Dr. Bliss noted that the policy encourages collaboration among institutions while fulfilling state requirements and changes a number of areas listing “Chief Academic Officer” to “Executive Director or Designee”, although most areas of operation will still run through the Chief Academic Officer. Dr. Bliss also recognized Dr. Laura Woodworth-Ney, former Provost at Idaho State University, for her work on the policy; Dr. Woodworth-Ney left ISU in December.

Kevin Satterlee, Idaho State University President and Chair of the President's Leadership Council, stated that the President's Leadership Council is pleased with the proposed amendments. Board Vice President Scoggin stated that this policy is an excellent example of the direction the state should be moving in, with the goal of providing the best possible benefits to students statewide with an emphasis on systemwide collaboration. Board Member Clark and Board President Critchfield echoed these comments.

There were no additional questions or comments from the Board.

3. Board Policy III.F. – Program Prioritization – Second Reading

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the second reading of Board Policy III.F. Program Prioritization as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that the only change made between the first and second readings was the addition of the word “only” in subsection 4, which provides additional clarification about which types of programs are required to be quintiled. The proposed policy amendments would change “academic and non-academic” to “instructional and non-instructional”, and clarify that “instructional” programs include academic programs as well as career technical education programs. The proposed amendments also remove the requirement for institutions to group non-instructional programs into quintiles based on relative cost efficiency and effectiveness, but maintains the requirement for institutions to quintile academic and career technical education instructional programs. Dr. Bliss noted that the policy still maintains the requirement of rigorous evaluation of non-instructional programs. The policy in its entirety, including the proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

4. Waiver – Board Policy III.U. – Textbook and Instructional Materials Affordability

BOARD ACTION

M/S (Liebich/Keough): I move to waive the Fall 2021 implementation deadline in Board Policy III.U. Textbook and Instructional Materials Affordability, subsection 2.a., for one year. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that this waiver is a pandemic-related request, noting that prior to the pandemic he and Dr. Jonathan

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Lashley, Associate Chief Academic Officer, identified Board Policy III.U. as a policy that needed expansion and more attention to access and affordability of education materials. Dr. Bliss discussed that, if approved, the waiver would extend deadlines set in the policy to allow more time to work on proposed amendments and also provide more time before institutions must act to incorporate changes. He added that his hope is that the revised policy will be in place by June 2021.

Dr. Lori Stinson, Provost and Vice President for Academic Affairs at Lewis-Clark State College, shared that LCSC is delighted with the opportunity to extend the deadline, and that she is excited for the upcoming revisions to the policy.

Board Vice President Scoggin discussed that revisions to this policy have been a slower process, and noted that the Board must keep moving forward with this initiative to make educational materials more cost effective for students. Dr. Stinson noted that the proposed waiver does not indicate that progress in stopping, but rather just allowing for more time with consideration for the effects of the COVID-19 pandemic. Board Vice President Scoggin stated that a progress update to the Board in the future would be appreciated.

Matt Freeman, Executive Director, discussed that Dr. Bliss recently provided him with a brief update on the College of Eastern Idaho's progress with adopting Open Education Resources. He noted that he did not have anything to compare this information to, so an overall progress update would likely be helpful for many individuals who are involved in this effort.

There were no additional questions or comments from the Board.

5. Boise State University – Online Graduate Certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the request by Boise State University to create three new, online academic programs that will award a Graduate Certificate in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Hill): I move to approve the request by Boise State University to charge an online program fee of \$525 per credit for each certificate, in conformance with the program budgets submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, to provide background information. Dr. Roark discussed that the proposal would create three, nine-credit graduate certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration, which will operate under Board Policy V.R. as it pertains to wholly online programs. The structure of the program will prepare students with the knowledge, skills, and expertise needed to maintain the operational effectiveness of complex business, government, academic, and physical information systems. Dr. Roark discussed that the certificates are intended to part of the statewide collaborative cybersecurity education initiative to help meet growing workforce demands, with focus on early- and mid-career professionals who are aspiring to eventually move into leadership roles.

Board Member Hill shared that he is highly supportive of the certificates and noted that it is an excellent addition to the ongoing statewide cybersecurity initiative. Board Vice President Scoggin discussed that the long-term employment projections for cybersecurity careers are strong and that the timing for the introduction of these certificates is perfect. Board Secretary Liebich echoed these comments.

Dr. Bliss discussed cybersecurity education opportunities at BSU for Fall 2021 and beyond, a visual representation of which can be found within the meeting agenda materials. Dr. Roark added that the cost for the certificates is set at \$525.00 per credit.

There were no additional questions or comments from the Board.

6. Boise State University – Online Bachelor of Science and Master of Science in Cyber Operation and Resilience

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the request by Boise State University to create an online Bachelor of Science and Master of Science in Cyber Operations and Resilience, as presented in Attachments 1 and 2. A roll called vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Scoggin): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for the Bachelor of Science in Cyber Operations and Resilience, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

AND

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M/S (Liebich/Scoggin): I move to approve the request by Boise State University to charge an online program fee of \$525 per credit for the Master of Science in Cyber Operations and Resilience, in conformance with the program budget submitted to the Board in Attachment 2. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, to provide background information. The proposed Bachelor of Science and Master of Science in Cyber Operations and Resilience (COrE) will operate under Board Policy V.R. as it pertains to wholly online programs. The bachelor's degree will utilize and stack existing undergraduate certificates, including Cyber Physical Systems (as optional electives) and Cyber Operations (required) into the degree plan. Additionally, the program has flexibility for students to stack related industry certifications, existing minors and certificates, dual-listed courses, prior learning, internships, and experiential learning. Both programs are intended to be part of the statewide cybersecurity initiative. The undergraduate program will be \$350 per credit and the graduate program will be \$525 per credit.

Board Vice President Scoggin inquired as to why the programs are wholly online, and asked if this modality could filter out potential students. Dr. Roark asked Dr. Sin Ming Loo, Professor of Electrical and Computer Engineering at BSU, to discuss this decision. Dr. Loo outlined that the programs were designed with input from community colleges, and the fact that the programs are online does not prevent on-campus students from participating in the program. He added that there is the possibility to make adjustments to accommodate in-person learning if necessary, and that each course goes through a fourteen-week instructional design process with the objective of delivering courses of the highest possible quality.

There were no additional questions or comments from the Board.

At this time the Board recessed for 15 minutes, returning at 11:05am (MDT).

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

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

Supt. Ybarra began her update by stating that she and her staff have been meeting with legislators to discuss pending legislation that relates to K-12 education. She discussed H73, which pertains to transparency and would implement extra reporting requirements for districts, stating that she supports ensuring that taxpayer dollars are spent appropriately but is concerned with the extra burden this would place on districts. She also shared her concerns about H106, which would eliminate the August election date for district. Supt. Ybarra also noted that Senator Jim Woodward has raised concern over

teacher evaluations and how Idaho will address learning loss during the pandemic and the metrics that are used to evaluate teachers. She stated that other states have implemented a one year “hold harmless” provision to prevent negative consequences from assessments and evaluations for teachers during this period, and added that perhaps the Board should discuss this possibility in the future.

Next, Supt. Ybarra provided an update on Full Time Enrollment. She shared that the regular payment, made on February 15, was based on rules and laws that are currently in place and the current school year’s data, including mid-term support units. The mid-term support units were calculated based on the temporary rule that was passed by the Board on August 26, 2020, and includes movement on the career ladder.

Supt. Ybarra then discussed the Idaho Building Capacity Expansion Project, which is a federally funded program that provides on-site technical assistance for schools and districts in building their own internal capacity to sustain school improvement efforts. Capacity Builders, also referred to as coaches, are distinguished educators that are trained to facilitate the work of school improvement. Supt. Ybarra noted that there has been discussion of changes to the Regional Math Centers and she stated that she is not currently expecting those rumored changes, and that this has been communicated to the math and English language arts coaches.

Lastly, Supt. Ybarra provided an update on the Idaho Standards Achievement Test (ISAT) spring assessment, noting that the testing window opens on March 15, 2021. Maximum flexibility will be provided for districts, with the testing window being extended by two weeks and the time needed for students to complete the test being reduced. These changes will be helpful for districts that are still operating in a virtual or hybrid structure.

There were no questions or comments from the Board.

2. Update on the Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

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

Supt. Ybarra introduced the item and asked Karen Seay, Director of Federal Programs for the State Department of Education, to provide further information. Ms. Seay noted that the data included within the meeting agenda materials was updated on January 11, and that this information has been provided to the House and Senate Education Committees. The visual representation of the data reflects the appropriations, allocation, expenditures, and balance for each of the Elementary and Secondary School Emergency Relief (ESSER) fund under the Coronavirus Aid, Relief and Economic Security (CARES) Act.

Board Secretary Liebich inquired about the small percentage of the funds that has been spent on professional development, and discussed that the Board will need to consider what can be done to encourage districts to invest in professional development pertaining to blended learning. Board Member Clark echoed these comments, and noted that many districts have designated time for professional development that would be reflected as part of salary data rather than the professional development category.

Ms. Seay then discussed that the State Department of Education has received the award notification for the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, for which Idaho has been appropriated \$195.9M within the Elementary and Secondary School Emergency Relief II (ESSER II) fund. 90% of this amount will be distributed to the local education agencies (LEAs) and the remaining \$19.6M will be reserved for the state. The minimum allocation is \$44,174 and will be awarded utilizing the same Title I distribution methodology. Ms. Seay noted that LEA use of funds has been expanded to include addressing learning loss, school facility repairs and improvements, and upgrade projects to improve air quality, and that reporting requirements have also been expanded to include specific use of funds and how the state is utilizing funds to measure and address learning loss.

Seventeen LEAs do not receive Title I funds and therefore will not receive ESSER II funds. Supt. Ybarra reminded the Board that a portion of the reserve from the CARES Act funding was distributed to LEAs who do not receive Title I funds, and added that the Board will need to consider this for the CRRSA funds as well. Board Secretary Liebich inquired about the distribution methodology for these funds, and Ms. Seay stated that she would gather that information and follow up with Board Secretary Liebich after the meeting.

There were no additional questions or comments from the Board.

3. Pandemic Electronic Benefit Transfer Program

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

Supt. Ybarra introduced the item and asked Dr. Colleen Fillmore, Director of Child Nutrition Programs for the State Department of Education, to provide a brief overview of the Pandemic-Electronic Benefit Transfer (P-EBT) program.

Dr. Fillmore discussed that the P-EBT program provides nutritional resources to families who have lost access to free or reduced-price school meals due to school closures that occurred as a result of the COVID-19 pandemic. Families are able to receive funds on an EBT card to purchase food. Congress extended the P-EBT program through the end of FY2021 to allow states to use simplifying assumptions to establish benefit levels and eligibility periods for eligible children, allow state agencies to provide benefits to children who receive SNAP benefits and are in child care that have experienced facility closure,

reduced attendance or hours due to the pandemic, and provide funding to cover states' administrative costs.

Dr. Fillmore discussed the eligibility requirements for the program, noting that students are eligible if they are eligible for free or reduced-price lunch if schools were operating normally. Throughout the pandemic, over 90% of the state's School Food Authorities have served free meals under the Seamless Summer Option, and Dr. Fillmore added that there is a large number of families that have not submitted an application to receive assistance through SFA.

Dr. Fillmore also discussed the timeline for the P-EBT program, noting that Congress passed the continuing resolution for the program on September 30, 2020 and added new language for the P-EBT program in Congressional law on December 22, 2020. In late January of 2021, the template for the P-EBT program was updated to include new guidance on child care and an updated reimbursement amount. The State Department of Education is working with the Department of Health and Welfare to submit Idaho's P-EBT plan and budget. All funds must be expended by September 30, 2021, and the State Department of Education continues to provide outreach to districts and families as well as training opportunities.

There were no questions or comments from the Board.

4. Idaho K-12 Behavioral Health and Wellness Services Scan Presentation
This item was provided in the agenda materials as an information item.

Supt. Ybarra introduced the item and asked Dr. Eric Studebaker, Director of Student Engagement and Safety Coordination, to provide an overview of the Student Behavioral Health Services Evaluation Report. Dr. Studebaker discussed that the State Department of Education contracted with Education Northwest to collect information on behavioral health and wellness services throughout the state to better support all K-12 general education students.

Dr. Studebaker stated that the survey, which was open between September 10-October 23, 2021, received 411 responses from 154 district administrators and 263 school administrators, including 330 complete responses, 81 partial responses, and 12 non-consent responses. For the purpose of the survey, behavioral health and wellness services were defined as, "services focused on the wellbeing; services, strategies, and/or programs that are available to the K-12 general student population, including families, school staff, and students to support mental, social, and emotional health." The report in its entirety, including response data, can be found within the meeting agenda materials.

Dr. Studebaker discussed that moving forward, the State Department of Education will collaboratively define a vision statement, establish definitions of common terms in this

field, inventory and align existing efforts in this area, and provide recommendations to Supt. Ybarra in order to address areas of concern or opportunities to improve conditions for student learning in Idaho schools.

Board Secretary Liebich inquired if the survey results were able to identify any districts who have established best practices that could be replicated throughout the state. Dr. Studebaker discussed that the survey did identify several districts and schools that have implemented successful behavioral health and wellness services, and added that the State Department is utilizing grant funding to establish these practices in different areas of the state to provide better access to behavioral health resources for those communities.

There were no additional questions or comments from the Board.

5. Curricular Material Review Committee – Appointments

BOARD ACTION

M/S (Ybarra/Scoggin): I move to appoint Michelle Southwick, Kelli Schroeder, John Stegmaier, Robyn Hill, Shannon Kelly, and Nathan Tracy to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing public school administrators, certified classroom teachers, and parents. A roll call vote was taken and the motion carried 8-0.

Supt. Ybarra introduced the item and discussed that the Curricular Material Review Committee assists with providing equity in the quality of materials available to schools, and noted that it is the responsibility of districts to adopt curriculum at the local level. The Curricular Material Review Committee is established in Section 33-118A, Idaho Code and in IDAPA 08.02.03, Section 128, and members are appointed by the Board for terms of five years. The requirements for the committee's membership as well as the applications and credentials of the proposed appointees are included within the agenda materials.

There were no questions or comments from the Board.

6. Praxis II Tests and Idaho Cut Scores Adoption

BOARD ACTION

M/S (Ybarra/Liebich): I move to accept the recommendation of the Professional Standards Commission to adopt the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as one of the State Board of Education approved content assessments. A roll call vote was taken and the motion carried 8-0.

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Supt. Ybarra stated that this item is a regular agenda item that is driven by requirements outlined in statute and administrative rule. One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought, and each candidate must meet or exceed the qualifying score on the Board-approved content area assessment, such as the Praxis II.

There were no questions or comments from the Board.

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

BOARD ACTION

M/S (Ybarra/Hill): I move to adjourn the meeting at 11:57am (MST). The motion carried 8-0.



STATE BOARD OF EDUCATION MEETING
April 5, 2021

DRAFT

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on April 5, 2021. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm (MT).

Present

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

Shawn Keough
Dr. Dave Hill
Sherri Ybarra, State Superintendent

Absent

Emma Atchley

Monday, April 5, 2021, 3:00 p.m. (MT)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Decennial Census – School District and Community College Trustee Zones

BOARD ACTION

M/S (Clark/Keough): I move to approve the requirements for school district and community college trustee zone equalization proposals as provided in **Attachment 1**. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that it is a Federal requirement for the Board to equalize the trustee zones for all public schools and community colleges following each decennial census. She noted that the process has been delayed

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due to a delay in the receipt of census data as a result of the effects of the COVID-19 pandemic, and that the guidelines and requirements for the process can be found within the meeting agenda materials.

Board Vice President Scoggin inquired if the requirements are consistent with what was approved after the last decennial census, and if the requirements must be approved by the Board after every census. Board Member Clark stated that this is correct, and added that the Board last approved these requirements following the decennial census in 2011. Board President Critchfield inquired if the requirements and guidelines will be available on the Board's website, and Tracie Bent, Chief Planning and Policy Officer, stated that this information would be posted on the Board's website following Board approval.

There were no additional questions or comments from the Board.

2. Coronavirus Response and Relief Supplemental Appropriations Act, 2021 – Elementary and Secondary School Emergency Relief (ESSER II) Fund

BOARD ACTION

M/S (Clark/Hill): I move to approve use of \$11,851,300 of the \$19,589,000 in ESSER II 10% SEA reserve funds for distribution to local education agencies who receive no ESSER II or low ESSER II funding through the Title I formula distribution in substantial conformance to the methodology identified in Attachment 1; and to approve the use of up to \$300,000 in ESSER II SEA reserve funding for use by the State Department of Education to administer the distribution of ESSER funding to local education agencies. A roll call vote was taken and the motion carried 7-0.

Board Member Clark introduced the item and discussed that it pertains to the distribution of Elementary and Secondary School Emergency Relief (ESSER) II funds. She asked Gideon Tolman, Senior Financial Management Analyst for the Division of Financial Management, to provide an overview of the proposal.

Mr. Tolman discussed that the plan that was approved by the Board of Examiners last year to reduce K-12 budgets by 5%, which later became part of Governor Little's budget recommendation to the Legislature for FY2022. Throughout the development of this plan, it was established that the statutory reductions (freezing the Career Ladder, leadership premiums, and other staff salary increases) would require statutory changes once the Legislature convened. He explained that, throughout the year, it became evident that the decline in revenue as a result of the COVID-19 pandemic would not be as severe as anticipated. As more Federal funding became available, Governor Little revised his recommendation to shift the amount equal to the statutory reductions to a commensurate reduction in discretionary funding.

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Mr. Tolman discussed that the Federal government made approximately \$195M available in ESSER II funding, with \$176M designated for distribution to local education agencies based on Title I student populations. \$19M was designated as a 10% set-aside to be used at the state education agency's discretion. The distribution methodology for these funds is outlined within the meeting agenda materials.

Mr. Tolman discussed that several local education agencies did not receive ESSER II funds or received very little ESSER II funds because they do not have Title I students. If approved, this Board action would distribute \$11.9M (of the total \$19.6M) 10% set-aside to local education agencies that received no ESSER II funding or low ESSER II funding. Mr. Tolman emphasized that the distribution of these funds would allow these local education agencies to "break even", with the Federal funds compensating for expenses incurred as a result of the COVID-19 pandemic. He also noted that once FY2022 begins, the general funds for local education agencies will be restored in addition to added funding for growth.

Supt. Ybarra discussed that there are 24 local education agencies that will not receive funds through ESSER II, but will receive funds from the American Rescue Plan (ARP ESSER) in order to "break even" in FY2021.

Board Secretary Liebich inquired about the Legislative elimination of the cap on charter growth, which required approximately \$6M from the 10% set-aside, and asked which schools would be receiving these funds. Mr. Tolman and Tracie Bent, Chief Planning and Policy Officer stated that Inspire Academy and Idaho Virtual Academy, both virtual charter schools, would receive these funds. Board Member Liebich and Vice President Scoggin inquired how the schools would utilize these funds, and Board President Critchfield suggested that they discuss this with the Idaho Public Charter School Commission.

Board Member Clark inquired about the \$300,000 that was requested by the State Department of Education to administer the ESSER funds. Supt. Ybarra discussed that there are laws pertaining to time and effort for grant work that outline that staff who are working on the administration of a grant must be paid from that particular grant. Karen Seay, Director of Federal Program for the State Department of Education, echoed these comments and explained that employees who administer grants code their time based on the grant they are working on.

There were no additional questions or comments from the Board.

3. American Rescue Plan Act, 2021 – Education Specific Funding

BOARD ACTION

M/S (Clark/Scoggin): I move to preliminarily designate the use of the 2.5% of the SEA reserve funds to local education agencies who receive no ARP ESSER

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funds or low ARP ESSER funds based on their Title I student populations, to be appropriated in FY2022 with carryover into FY2023, pending final state spending authority appropriations. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that it pertains to the distribution of American Rescue Plan (ARP) funds. She asked Gideon Tolman, Senior Financial Management Analyst for the Division of Financial Management, to provide an overview of the proposal.

Mr. Tolman discussed that the ARP is the next installment of ESSER funds, and that the allocation of funds has not yet been decided upon. Tracie Bent, Chief Planning and Policy Officer, discussed that the ARP ESSER funds will have a 10% state education agency set-aside, and only 2.5% of those funds have the complete allocation discretion of the state education agency. The proposed distribution methodology and allocation method for the ARP ESSER funds is included within the meeting agenda materials.

Board Secretary Liebich inquired if the Legislature can direct the use of these funds. Matt Freeman, Executive Director, responded that since the Legislature determines the spending authority for Federal funds, they will be able to direct the use of the ARP ESSER funds. Ms. Bent discussed that because it is not yet known how the Legislature will appropriate these funds, this item is only a preliminary discussion of how the funds should be appropriated and further Board action may be necessary moving forward. The preliminary action will serve as a Board recommendation to the Legislature for the allocation of the funds.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University – Multi-Year Employment Agreement – Head Football Coach

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Boise State University to enter into a five-year, three-month multi-year agreement, as proposed, with Andrew Avalos as its head coach of football, commencing on January 10, 2021 and terminating on March 31, 2026, at a starting annual base salary of \$1,400,000 and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachments 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Mark Heil, Vice President and Chief Financial Officer at Boise State University, and Matt Wilde, General Counsel at Boise

State University, to provide an overview of the proposed contract for BSU's new head football coach, Andrew Avalos. Mr. Heil discussed that the contract closely follows the Board's contract template as a multi-year agreement with incentive elements that are similar to prior coach contracts at BSU. Mr. Wilde echoed Mr. Heil's comments.

Board Vice President Scoggin inquired if there are notable differences between the proposed contract and the Board's template or prior coach contracts. Mr. Wilde discussed that the inclusion of deferred compensation is a notable difference. Board President Critchfield inquired about the inclusion of liquidated damages and asked about the conversations that led up to the final contract. Mr. Wilde discussed that the contract is similar to other coaches in the same conference, and that Mr. Avalos' representatives as well as representatives for BSU were comfortable with the contract that was offered.

The contract in its entirety is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

2. Boise State University – Multi-Year Employment Agreement – Athletic Director

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the request by Boise State University to enter into a five-year, multi-year agreement, as proposed, with Jeramiah Dickey as its Athletic Director commencing on January 16, 2021 and terminating on December 31, 2025, at a starting annual base salary of \$410,000 and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the Agreement set forth in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Matt Wilde, General Counsel at Boise State University, to provide an overview of the proposed contract for BSU's new Athletic Director, Jeramiah Dickey.

Mr. Wilde discussed that the contract closely follows the Board's contract template, with liquid damages, deferred compensation, and incentive elements included. The contract in its entirety is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

3. Boise State University – Network and Security Hardware and Software Project

BOARD ACTION

M/S (Hill/Keough): I move to approve the purchase of network security hardware and software from CompuNet, Inc. at an aggregate cost not to exceed

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\$2,750,000.00 and authorize the Vice President and Chief Financial Officer of Boise State University to execute the Quotations and take all further action necessary for such purchase. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Mark Heil, Vice President and Chief Financial Officer at Boise State University, to provide background information. Mr. Heil discussed that last summer, after transitioning to remote learning as a result of the onset of the COVID-19 pandemic, BSU invested in technology improvements to ensure that all classrooms on campus are compatible with remote and hybrid instruction. He outlined that the proposed purchase will address network hardware and software needs to improve security, capacity, and reliability. Mr. Heil also noted that the purchase leverage's the State's procurement contract.

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/Keough): I move to adjourn the meeting at 4:01pm (MT). The motion carried 7-0. Mrs. Atchley was absent from voting.



STATE BOARD OF EDUCATION MEETING
April 12, 2021

DRAFT

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on April 12, 2021. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm.

Present

Debbie Critchfield, President
Andy Scoggin, Vice President
Kurt Liebich, Secretary
Sherri Ybarra, State Superintendent

Dr. Linda Clark
Dr. Dave Hill
Shawn Keough

Absent

Emma Atchley

Monday, April 12, 2021, 3:00 p.m. (MT)

EXECUTIVE SESSION (Closed to the Public) – Action Item

1. To go into executive session pursuant to Section 74-206(1)(f), Idaho Code, to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.
2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.
3. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or

charges brought against, a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION

M/S (Liebich/Keough): I move to go into executive session pursuant to Section 74-206(1)(b) and (f), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student and to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Members entered into Executive Session at 3:04pm (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b) and (f). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

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

Board Members exited Executive Session at 5:01pm (MT), effectively adjourning the meeting. Prior to entering Executive Session, Board President Critchfield stated that the Board would not return to Open Session for the remainder of the meeting.

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K-20 EDUCATION STRATEGIC PLAN PERFORMANCE MEASURE - FISCAL YEAR 2022

	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 college ¹	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	Less than 55%
Two-year institution							
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.							
Performance of students scoring at grade level or higher on the statewide reading assessment	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
Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)	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
Growth							
Kindergarten				19.2%	NA ¹⁰		TBD
1st Grade				24.6%	NA ¹⁰		TBD
2nd Grade				15.6%	NA ¹⁰		TBD
3rd Grade				12.5%	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							
5th Grade		42.3%	43.8%	45.5%	NA ¹⁰		58.59%
8th Grade		39.5%	42.1%	41.6%	NA ¹⁰		57.59%
High School		33.2%	34.2%	34.7%	NA ¹⁰		53.30%
ELA							
5th Grade		54.2%	55.8%	57.3%	NA ¹⁰		68.04%
8th Grade		52.9%	54.7%	54.4%	NA ¹⁰		67.64%
High School		60.3%	60.6%	60.3%	NA ¹⁰		73.60%
Science							
5th Grade		66.5%	65.6%	64.8%	NA ¹⁰		FY21 Baseline
High School		65.2%	67.3%	62.8%	NA ¹⁰		FY21 Baseline
High School Cohort Graduation Rate	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	At least 95%
	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	
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%		
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 Within 12 months of high school graduation	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
	53%	53%	53%	52%	NA		At least 60%

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
	2013 graduates	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 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
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%
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		

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
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%
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%		
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		

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
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%
			2017-18 seniors	2018-19 seniors	2019-20 seniors	2020-21 graduates	
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)	NA	NA	47%	44%	43%		60% or more
Percent cost of attendance (to the student) ³ <i>In-State First Time, Full Time Degree Seeking Undergraduate living on campus (In-District for Two-Year)</i>	FY2015	FY2016	FY2017	FY2018	FY2019		
Two-year institution							
Students living off campus (w family)	88%	92%	94%	97%	91%	92%	Less than 4%
Four-year institution							
Students living on campus	96%	91%	88%	90%	88%	90%	Less than 4%
Students living off campus (w family)	102%	98%	88%	88%	88%	89%	Less than 4%
Average net cost to attend public institution. ³ First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarship	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Four-year institution	101.1%	94.4%	98.1%	94.3%	93.1%		90% of peers
Expense per student FTE ³ <i>IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD)</i>	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Two-year institution	\$22,140	\$23,758	\$24,516	\$25,111	\$25,415		Less than \$20,000
Four-year institution	\$13,883	\$15,168	\$15,432	\$15,196	\$15,339		
	\$25,118	\$26,691	\$27,706	\$28,766	\$29,168		
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%		

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
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
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							