



## **STATE BOARD OF EDUCATION MEETING**

**April 25-26, 2023**

**University of Idaho**

**Pitman Center, 2nd Floor**

**709 Deakin Avenue**

**Moscow, ID 83843**

A regular meeting of the Idaho State Board of Education was held at the University of Idaho on April 25-26, 2023. Board President Kurt Liebich called the meeting to order at 9:35 a.m. (PT).

### **Present**

Board President Kurt Liebich  
Vice President Dr. Linda Clark  
Secretary Dr. David Hill  
Shawn Keough

Williams G. Gilbert, Jr.  
Cally Roach  
Cindy Siddoway  
Superintendent Debbie Critchfield

### **Absent**

None

**Tuesday, April 25, 2023 - 7:33 a.m. (Pacific Time)**

### **EXECUTIVE SESSION – (Closed to the Public)**

Action Item to go into Executive Session - No action taken in Executive Session.  
To conduct CEO Evaluations. (President Green)

### **M/S (Clark / Hill) I move the Board**

1. Go into Executive Session pursuant to Idaho Code § 74-206(1)(b) “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.” A roll call vote was taken, and the motion carried 8-0.

**AND**

### **M/S (Clark / Hill) I move the Board**

2. Go into Executive Session pursuant Idaho Code § 74-206(1)(e) “to consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations.” A roll call vote was taken, and the motion carried 8-0.

The Board moved to Executive Session at 7:35 a.m. (Pacific Time).



## **BOARD ACTION**

**M/S (Clark / Roach) I move to go out of Executive Session.** A roll call vote was taken, and the motion carried 8-0.

The Board returned from Executive Session at 9:35 a.m. (PT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

**Tuesday, April 25, 2023 - 9:35 a.m. (Pacific Time)**

## **BOARDWORK**

1. Agenda Approval Changes or additions to the agenda.

## **BOARD ACTION**

**M/S (Clark / Keough) I move to approve the agenda as posted.** A roll call vote was taken, and the motion carried 8-0.

2. Minutes Approval

## **BOARD ACTION**

**M/S (Clark / Critchfield) I move to approve the minutes for the February 15-16, 2023 Regular Board meeting, the March 2, 2023 and March 22, 2023 Special Board meetings.** A roll call vote was taken, and the motion carried 8-0.

**AND**

**M/S (Clark / Critchfield) I move to approve the amended minutes for the August 25-26, 2021 Regular Board meeting.** A roll call vote was taken, and the motion carried 8-0.

3. Rolling Calendar

## **BOARD ACTION**

**M/S (Clark / Critchfield) I move to set April 17-18, 2024 as the date and the University of Idaho as the location for the April 2024 regularly scheduled Board Meeting.** A roll call vote was taken, and the motion carried 8-0.

**AND**

**M/S (Clark / Critchfield) I move to cancel the Board retreat scheduled for May 11, 2023.** A roll call vote was taken, and the motion carried 8-0.

## **CONSENT**



**BAHR**

**1. FY 2024 Appropriations – Action item**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the allocation of the FY 2024 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1a, Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the allocation of the FY 2024 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 1b, Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request from the Idaho Division of Career Technical Education for the allocation of the FY 2024 appropriation as detailed in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

**2. FY 2024 Opportunity Scholarship - Educational Costs - Action Item**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the FY 2023 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the Opportunity Scholarship maximum award amount for FY 2023 to be set at \$3,500. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**



**M/S (Clark / Hill) I move to approve the FY 2023 student contribution be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.** A roll call vote was taken, and the motion carried 8-0.

3. Boise State University – Student Health Insurance Program (SHIP) Contract – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to enter into a three (3) year agreement with Arthur J. Gallagher Risk Management Services, Inc. to broker student health insurance policies.** A roll call vote was taken, and the motion carried 8-0.

4. Boise State University – Micron Center for Materials Research – Metal-Organic Chemical Vapor Disposition Project Construction and Financing – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to proceed with bidding and construction of the supporting infrastructure and installation of the Aixtron Metal Organic Vapor Phase Epitaxy system in an amount not to exceed \$1.5M.** A roll call vote was taken, and the motion carried 8-0.

5. Boise State University – Student Union Building – Switchgear Replacement Project – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to replace the electrical switchgear in the Student Union Building in an amount not to exceed \$1.6M.** A roll call vote was taken, and the motion carried 8-0.

6. Boise State University – EFY, LLC Summer Camp Agreement – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to enter into a Conference Agreement with EFY, LLC to provide conference space and services for the 2023 For the Strength of Youth Conference held from May 27, 2023 to July 22, 2023.** A roll call vote was taken, and the motion carried 8-0.

7. Boise State University – 6 Year Capital Construction Plan Amendment Action Item



#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the amended Six-Year Capital Construction Plan for Boise State University as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

8. University of Idaho – Faculty Multi-Year Law Contracts – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by the University of Idaho to approve two five-year contracts for clinical faculty in the College of Law Clinic to remain in compliance with ABA staffing standards in substantial conformance to Attachment 1 in the materials presented to the Board. A roll call vote was taken, and the motion carried 8-0.**

#### **IRSA**

9. Boise State University – Online Bachelor of Project Management – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to create an online Bachelor of Project Management, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

#### **AND**

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to charge an online program fee of \$375 per credit for the online Bachelor of Project Management 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.**

10. Boise State University – PhD in Public and Population Health Leadership – Action Item

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by Boise State University to create a new academic program that will award a PhD in Public and Population Health Leadership, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

#### **PPGA**

11. Data Management Council Appointments – Action Item

#### **BOARD ACTION**



**M/S (Clark / Hill) I move to approve the appointment of Dr. Shari Ellertson to the Data Management Council as a public postsecondary institution representative commencing immediately and ending June 30, 2024. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Dr. Grace Anderson to the Data Management Council as a public postsecondary institution representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Dr. Lindsey Brown to the Data Management Council as a public postsecondary institution registrar representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Chris Campbell to the Data Management Council as an Office of the State Board of Education representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Todd King to the Data Management Council as an at-large representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Heather Luchte to the Data Management Council as the Division of Career Technical Education**



**representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Dr. Cathleen McHugh to the Data Management Council as an Office of the State Board of Education representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the reappointment of Scott Thomson to the Data Management Council as a rural school district representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.**

**12. Indian Education Committee Appointments – Action Item**

**BOARD ACTION**

**M/S (Clark / Hill) I move to appoint Dr. David Aiken and Ms. Jessica Matsaw, representing the at large positions, to the Idaho Indian Education Committee effective July 1, 2023 and expiring June 30, 2028. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to appoint Dr. Dean Fisher, representing College of Southern Idaho to the Idaho Indian Education Committee effective July 1, 2023 and expiring June 30, 2028. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to reappoint Ms. Shirley Allman, representing Nez Perce Tribal chair, and Ms. Joyce McFarland, representing Nez Perce Tribal Education Department to the Idaho Indian Education Committee effective July 1, 2023 and expiring June 30, 2028. A roll call vote was taken, and the motion carried 8-0.**





## **SDE**

### **13. Emergency Provisional Certificates – Action Item**

#### **BOARD ACTIONS**

**M/S (Clark / Hill) I move to approve the request by State Department of Education, pending a cleared background check, for one-year emergency provisional certificates in the instructional and career technical education and endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Jolynn Haylett, Eric Lopez, Shanna Sorenson, Miranda Boyd, Madison Robinson, Halle Driscoll, Sara Perry, Chandra Day, Carli Ahlers, Caleb Ziegler, Alissa Giannini, Joseph Grant, Kenneth Sutton, Darla Ridenour. A roll call vote was taken, and the motion carried 8-0.**

### **14. Safety Busing – Approval to Transport Students Less Than ½ Mile – Action Item**

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the requests by ninety-six (96) school districts and twenty-one (21) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

### **15. Transportation Funding – 103% Cap Waiver – Action Item**

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 147.44%, for a total of \$27,202 in additional funds from the public-school appropriation. A roll call vote was taken, and the motion carried 8-0.**

**AND**

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 168%, for a total of \$48,505 in additional funds from the public-school appropriation. A roll call vote was taken, and the motion carried 8-0.**

**AND**

#### **BOARD ACTION**





**M/S (Clark / Hill) I move to approve the request by #171 Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 128%, for a total of \$39,207 in additional funds from the public-school appropriation. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to approve the request by #305 Highland Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 183%, for a total of \$44,476 in additional funds from the public-school appropriation. A roll call vote was taken, and the motion carried 8-0.**

16. Praxis II Assessments – Qualifying Scores – Action Item

**BOARD ACTION**

**M/S (Clark / Hill) I move to accept the recommendation of the Professional Standards Commission to approve the proposed Praxis II assessments and qualifying scores as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

17. Professional Standards Commission Appointments – Action Item

**BOARD ACTION**

**M/S (Clark / Hill) I move to appoint Jonelle Warnock of Boise School District to the Professional Standards Commission, replacing Chanel Harming of Lapwai School District, for a three-year term beginning July 1, 2023, and ending June 30, 2026, replacing Chanel Harming, representing certificated classroom teachers. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Clark / Hill) I move to appoint Katie Mathias of Boise State University to the Professional Standards Commission, replacing Emma Wood of Idaho State University, for a three-year term beginning July 1, 2023, and ending June 30, 2026, representing public higher education/teacher education. A roll call vote was taken, and the motion carried 8-0.**

**AND**



#### **BOARD ACTION**

**M/S (Clark / Hill) I move to reappoint Lance Harrison of Preston School District to the Professional Standards Commission for a three-year term beginning July 1, 2023, and ending June 30, 2026, representing school superintendents. A roll call vote was taken, and the motion carried 8-0.**

**AND**

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to reappoint Ramona Lee of West Ada School District to the Professional Standards Commission for a three-year term beginning July 1, 2023, and ending June 30, 2026, representing special education administrators. A roll call vote was taken, and the motion carried 8-0.**

#### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the Consent agenda. A roll call vote was taken, and the motion carried 8-0.**

#### **UNIVERSITY OF IDAHO BOARD OF REGENTS UNIVERSITY OF IDAHO COMMUNITY FORUM**

The following students addressed the Board; Aleea Banda, Hayley Bowring, Alex Call, Matt Murphy, Jordan Richter, Natalie Suaste, ASUI President Tanner McClain, Damon Woods.

Matt Freeman, Executive Director, Idaho State Board of Education, asked the students what plans did they have for after graduation? Two students are currently pre-law with one planning to study international law; one student wanted to get her PhD in Education so that one day she too could sit on the Board of Education; one student is looking into working for the UI in one of several areas of interest such as developing programs for students with disabilities and in updating the University of Idaho's website; another student will be spending her summer in Italy doing a Study Abroad program.

Board President Liebich asked if any of the students who were from Idaho had taken advantage of the dual credit option and if so how did that jump start their education journey. One student mentioned that being able to take an AP Government course helped him decide that getting a degree in political science was his major objective. Several students took as many credits as possible and those classes helped them graduate sooner. The dual credits helped one student be able to enter university with two majors and a minor since he entered with 30 dual credits.



Mrs. Roach asked why did the students choose the University of Idaho and how can we encourage more high school students to go on to college. The students said the fostering of personal connections with staff and professors is critical in getting students interested in attending college. One student said having a more diverse ethnic pool of counselors and mentors available to help students would be helpful as well as having more people of color who students can identify with. For first year students it is very helpful in having more senior students as a mentor to show the students the ropes and to make sure they are settling into college life. One student said the ROTC program at UI was why he came to UI in the first place.

Mr. Gilbert asked what the environment is like on the campus after the tumultuous year they had. The students said its been an interesting four years; first with COVID and then with the murders. The students said the support and outreach from people both locally and nationally was really helpful in helping students recover. The student offices also came together to form resources and support for the other students dealing with the grief of what happened.

Mr. Gilbert asked if all of the students were planning to build their careers in Idaho. Some said yes, mostly because of the people and the culture and the natural beauty the state offers. Others said they were hoping for an international career path. One student who came from Louisiana 10 years ago didn't think he would stay in Idaho but he fell in love with the state and met his wife here, so Idaho is home.

Dr. Clark asked how well did UI prepare them as they go onto the next step of their journey, be it to graduate school or into the workforce. One student said she thinks the college experience has given her a lot of knowledge as to what she wants to do as far as a career path and she feels well prepared for her next step. Networking was also helpful for the students as they used the connections made in the the classroom to meeting business owners in the local communities. One student said learning how to analyze and how to research what he was interested in was helpful in giving him the confidence to move forward in his life. Having the ability to work in leadership roles on campus was very helpful to many students and the mentorship from the faculty was also important.

The following Employees addressed the Board; Jake Milleson, Omi Hodwitz, Elizabeth Bullers, Ann Brown, Scott Nash, Paul Rowley, and Terry Dean.

Board President Liebich asked what the morale was like on the campus. It was imparted that with some of the new staff and faculty on campus there was a renewed positivity which is very helpful as the campus deals with the events of the last few years. It was mentioned that having an adequate number of both staff and faculty on campus to help students was important and hiring more of each would be helpful. The events of



the last few years has helped some students realize that they can ask for help and faculty are seeing more students in need.

Mrs. Roach said the Board of Education is primarily a policy setting Board and she wondered if those faculty present had any recommendations for policy changes that would be helpful to them. The faculty mentioned that having programs offered here that were not as prevalent in Idaho would be very helpful and perhaps be a game changer. It was also mentioned that the students who have discretionary funds to attend conferences and research extracurriculars seem to have an academic advantage over the students who do not have those funds. Being able to level that playing field would be nice. The graduate student TA positions offers half the stipend of what other universities offer, which is affecting recruitment.

Board President Liebich asked what level of preparedness were the faculty seeing and what types of gaps were there in incoming students. Overall the students are well prepared but areas of concern were their lack of critical thinking and basic life skills knowledge. Dr. Hill asked if these changes are recent or prevailing. The answer was COVID may have exaggerated their needs a bit with students getting used to having the wealth of accommodations they got during the pandemic. One teacher said students in the 300 level courses are struggling with critical thinking and remediation of lower level class material. More students are receiving services for mental health issues and it is thought that is still a direct repercussion of the pandemic. Student engagement and enthusiasm has not rebounded since the pandemic.

Mr. Gilbert asked what they thought of the strategic direction of the UI and their part in it. The Universities mission to become an R1 institution has been met with enthusiasm by faculty, and having research students bring in federal grants is exciting. Obtaining an R1 is also considered to be more attainable now and it has helped to build a community atmosphere among the students and faculty. One concern raised was to be proactive in replacing retiring faculty well in advance so that institutional knowledge could be transferred to a new faculty member instead of losing that knowledge.

At this time the Board took an 8-minute break returning at 11:15 a.m. (Pacific Time).

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

### **1. University of Idaho Annual Report**

Scott Green, President, University of Idaho (UI), gave the Board the annual report. President Green introduced three students who were going to help him with his report. They were Martha Smith, MaryAnn Walsh, and Taya Lantz.

Some of the highlights of the report were.



- UI has 20 National Merit Scholars in the 2022 freshman class and 61 total enrolled overall.
- In 2021-2022 UI awarded 2525 degrees and certificates.
- The graduation rate increased from 59% to 61% over the last six-year period.
- There was an overall enrollment increase in 2022 of 3%.
- Students were awarded more than \$900K in scholarships for cybersecurity.
- U.S. News & World Report named the University of Idaho the Best Value Public University in the West among public colleges for a third straight year and remained second nationally behind the University of North Carolina.
- The U of I was also ranked in the top 6% of all public universities on the Top Public Schools list, ahead of regional land grant peers in Montana, Washington, Nevada, Wyoming and Utah.
- The University of Idaho was the only school in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com.
- Over the past two years the U of I has hosted more than 5,500 campus visitors.
- Ninety percent of the students who attend the UIdaho Bound events enroll at the UI.
- UI students meet with an academic advisor monthly which is making a difference. For the first three years of this program the retention rate is around 93%.
- Last fall, faculty in the College of Agricultural and Life Sciences won a grant worth up to \$55 million from the U.S. Department of Agriculture to fund climate smart agriculture research in our state.
- A U of I-led research team earned a \$6.8 million award from the USDA's National Institute of Food and Agriculture's Specialty Crop Research Initiative to develop new diagnostic tools, management practices and resources for controlling harmful nematodes in potato fields.
- Faculty in our College of Education received a \$2 million grant from the National Science Foundation to address the underrepresentation of American Indian and Alaska Native students-based STEM education activities for public K-12 and undergraduate students
- The University of Idaho's College of Natural Resources launched three new associate degree programs in 2022 aimed at meeting the growing workforce needs in the forestry industries.
- Over 385 employers this past year recruited students from the U of I.
- 45,000 U of I alumni are working in Idaho.

Martha Smith shared the following with the Board about her experience at the UI. Martha is a sophomore and studying World Science and Economics. She is a first-generation student. As a high school senior, she was among the youngest real estate agents in the state, and at 17 was the youngest to attend Idaho Real Estate School. In her senior year she had already sold over \$2M in real estate. With all of that she chose the UI to continue her education and said it was the best decision she could have made. Martha is using the UI to find her own unique path to success.



Mary Ann Walsh shared the following the Board about her experience at the UI. Mary Ann is a senior earning her degree in Criminology with a minor in Psychology. As a transfer student and a survivor of domestic abuse and sexual assault who now has a disability she reached out to Brian in TRIO who helped her secure housing and trauma resources. Further, the staff at TRIO helped her to get a one-handed keyboard and the resources at the UI helped in her ability to complete her education. Her ultimate career goal is to become a detective.

Taya Lantz shared the following with the Board about her experience at the UI. Taya is a senior in the forestry and forest operations program in the College of Natural Resources. Taya is one of the more than 50% of UI undergraduates who participated in a research study. This year marks her third year of working on realized game trials. Due to her continued commitment and interest in this study she has been offered a fully funded Master's program. Continuing her education was never a thought due to the cost, but being able to see this study through to completion all while earning her Master's degree is exciting.

Mrs. Roach mentioned the success of the McCall Outdoor Science School (MOSS). President Green responded that thousands of Idaho K-12 students visit the McCall Field Campus to gain hands-on education in STEM fields. The MOSS program aligns with the workforce goals of major employers in our state including Micron and the INL that are dedicated to expanding K-12 STEM learning opportunities. Analysis of State Board of Education data shows that MOSS students are more likely to continue in school with “go-on” rates 20% higher than statewide averages.

There were no further comments or questions from the Board.

## 2. University of Idaho 4-H and STEM Education Presentation

Claire Sponseller, State STEM 4-H Youth Development Leader, presented the update on the University of Idaho (UI) Extension 4-H STEM K-12 Programming Overview.

Some of the highlights of the report.

- Nationwide and in Idaho, there is a growing demand for employees with skills in science, technology, engineering and math (STEM). UI Extension 4-H Youth Development is helping to meet that demand through programs focused on these areas.
- 4-H activities cover topics that are exciting to youth and relevant to Idaho's economy, including water quality, animal health, robotics and drones, coding, electronics, 3-D printing and physical computing.
- The University of Idaho manages nine research and extension offices across Idaho and six affiliated research centers. Research and extension centers are





located in Aberdeen, Caldwell, Carmen, Idaho Falls, Kimberly, Palouse, Parma, Tetonia and Twin Falls. In addition to the research and extension offices, the University of Idaho has 42 county extension county offices.

- The extension service and 4-H program was established by the Morrill Act in 1862/1890 establishing Land Grant Universities.
- Idaho's 4-H began in 1912.
- In 1914 the Smith & Lever Act is created with established the Cooperative Extension Program.
- 4-H is a separate line item in the Legislative budget.
- Audience is K-12 youth
- Have over 2,000 volunteers
- Reach over 16,000 youth through club programming
- Reach over 60,000 through out-of-school programs (which means we reach 1:5 Idaho youth)
- Offices in 42 of 44 counties and on 3 Tribal Reservations serve all of Idaho's communities
- One of the newest initiatives is the Think Make Create Labs which provides low-tech mobile makerspaces servicing K08 students; target is rural, urban and underserved audiences; in less than two year they have reached 25,000 youth, 1,500 adults and trained over 275 educators. All in partnership with Idaho Out-Of-School Network and the State Department of Education.
- Idaho's 4-H AmeriCorps program has 100 members in 46 locations across the state, engage over 9,000 youth a year; the program proves stem education and job skills and professional development to members.
- The Nez Perce Reservation Basketball S.T.E.A.M. program covers the science of physical and mental health, technology behind the scenes, engineering in the sport, art through marketing and images, and statistics. Youth from Nez Perce and Coeur d'Alene Reservations have monthly meetings, field trips, and camps which include in-person visits with athletes (UI, professional, Olympic), coaches, and celebrities.
- The Parma Learning Center (PLC) has for the past three years provided STEM lessons for 5-8th graders. Starting this fall the Parma School district moved to a four-day school week. The PLC now teaches 4-H every Friday to students in 1-8th grades.
- Through the Caldwell Housing Authority youth from the Leadership 4-H Club meet weekly during the school year to engage in STEM, Healthy Living, Leadership activities, and other 4-H curriculum. Youth at this site have learned about several different robotics equipment such as Edison, Sphero, Spike Primes, BricQ, entomology, circuits, and 3D pens. Youth work in groups to tackle different STEM challenges that come with each type of STEM lesson. Some of the teens have taken leadership roles to help younger members with the different activities.





- At Whittier Elementary in Boise, where classes are taught in both English and Spanish, youth were taught the program Edison and to reach barcodes; how to code Edison using laptops and 4-H taught all classes in Spanish.
- The 4-H S.T.E.M. Learning Center (Kootenai/Shoshone Counties) is 3,700 sq ft of space serving the community, especially homeschool groups, .com public school students or others schooling at home. This location offers many classes such as 3D printing, coding, art, cooking, video editing, radio drama, book clubs, writing classes, cooking, Idaho history, native pollinators citizen science project, horticulture, classes with Microsoft programs such as Word and Power Point, typing, macramé, sewing, robotics, public speaking, money management, Dutch oven cooking, origami, and many more. Typically, over 150 kids attend some sort of class at this location.

Dr. Clark said what excites her about this program proves that no Idaho student's quality of education should be determined by their address. This program is making that possible by taking the program from Caldwell to West Ada and making sure students have access to STEM programs.

Mrs. Siddoway was impressed by the various programs and how they were adapted for students in rural, urban and underserved areas and she wanted to know where all these great ideas came from. Ms. Sponseller said 4-H teachers' network and brainstorm together. The largest factor is their administration who allows them to dream big and go forth.

There were no further comments or questions from the Board.

## **STATE DEPARTMENT OF EDUCATION**

### **1. University of Idaho – Educator Preparation Program Update**

Dr. Brooke Blevins, Dean of the College of Education, Health and Human Services, University of Idaho reviewed the Teacher Educator Programs.

Some of the highlights of her report include.

- Undergraduate Programs are offered in Agriculture, Early Childhood Education, Physical Education, Music, Secondary Education, Career and Technical Education and Elementary Education.
- Graduate and Alternative Programs are offered in Occupational Specialist, Special Education, Physical Education, Teacher Education, Alternative Authorization Content Specialist. And coming soon an online Elementary and Special Education Program.
- There are currently 321 students in the Teacher Education programs and 62 student teacher placements in Idaho.



- Vandal teachers are well equipped upon graduation to offer the following in the classroom; build positive relationships and create a great classroom culture; differentiate for diverse learners, integrate technology in the classroom and critically reflect on their practice.
- Vandal teachers build positive relationships and classroom culture. They do this via a focus on classroom management and working with diverse populations.
- Literacy courses are offered in Teaching Reading and Literacy, Literature for Children, Teaching Writing/English Language Art, Literacy Assessment and Intervention and Literacy Methods for Content Learning.
- To address the teacher shortage in Idaho UI is trying to strengthen their offerings by using the dual credit program; will launch their online elementary and special education program; offering registered apprenticeships; offer mentorships and induction support and finally debt free teacher education.

Board President Liebich asked if there was any data on the number of teachers that Idaho needs to produce in order to keep supply and demand in balance. Superintendent Critchfield said what appears to be happening is there is a distribution problem. The number of new teachers entering the field is low, but getting student teachers out into the rural communities is still difficult.

Board President Liebich asked if the teachers are taught how to use the ISAT tool in order to inform their instruction. Dr. Blevins said absolutely.

Mr. Freeman said about a month ago the Board President and the Superintendent had decided that as the Board travels the state they want a report from the Dean of Education at every college on their teacher preparation programs.

Mrs. Roach asked Dr. Blevins if she thought the money awarded by the Governor to increase teacher salaries would help in the recruitment and retention of teachers. Dr. Blevins believed that it would help, but the fact remains that teachers can drive 15 miles or so from the campus and make sometimes \$10,000 to \$15,000 more a year. More competitive wages would be helpful.

There were no further comments or questions from the Board.

At this time the board took a 30-minute break returning at 1:06 p.m. (Pacific Time).

## **WORK SESSION**

### **PPGA**

#### **A. Institution and Agencies Strategic Planning**



Dr. Clark reminded the Board that pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special and health programs under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward.

Each institution was told that each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
3. Performance measures must be quantifiable indicators of progress.
4. Benchmarks for each performance measure must be at a minimum, for the next fiscal year and include an explanation of how the benchmark level was established.
5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
7. Institutions and agencies may include strategies at their discretion.

**Torrey Lawrence**, Provost, University of Idaho, gave UI's strategic plan information to the Board. To see a complete listing of UI's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

There were no comments or questions from the Board.

**Dr. Marlene Tromp**, President, Boise State University, gave the strategic plan update. To see a complete listing of BSU's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.



Mrs. Roach asked about the number of students who graduate without debt. Dr. Tromp said 45% of BSU students graduate with no debt. Of the 55% who graduate with debt that amount is less than one third the purchase price of a 2022 pick-up truck.

There were no further comments or questions from the Board.

**Kevin Satterlee**, President, Idaho State University, gave ISU's strategic plan information to the Board. President Satterlee reminded the Board that ISU's strategic plan was only approved last year so their data is for the first 1-year.

To see a complete listing of ISU's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

There were no comments or questions from the Board.

**Dr. Grace Anderson**, Vice President for Institutional Research & Effectiveness, Lewis-Clark State College, gave LCSC's strategic plan information to the Board. To see a complete listing of LCSC's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

There were no comments or questions from the Board.

**Lori Barber**, Dean of General Education, College of Eastern Idaho, gave CEI's strategic plan information to the Board. To see a complete listing of CEI's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

Board President Liebich asked when this strategic plan was presented to CEI's local board of trustees were there any areas that their board is focused on that the State Board should have on their strategic plan, or are these the right priorities. Dr. Barber said her local Board agreed that these were the right priorities.

Dr. Clark asked about the goal in building dual credit enrollment. Dr. Barber said that outreach was continuing online. CEI is also working closely with IDLA while also increasing their partnership with all of the high schools in their region.



Mr. Liebich mentioned he was very pleased to see CEI working on increasing enrollment among men, especially men in rural areas. Perhaps this is a metric all schools should add to their strategic plan.

There were no further comments or questions from the Board.

**Chris Bragg**, Dean of Institutional Effectiveness and Communication, College of Southern Idaho, gave CSI's strategic plan information to the Board. To see a complete listing of CSI's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

Dr. Clark asked if there was a metric more applicable to the community colleges than the 30-credit requirement. Dr. Bragg said data shows that the more credits a student takes the better the odds they will graduate. The less credits taken leads to them not completing their degree. So, he's not sure if a different benchmark is the better way to go.

Dr. Clark asked what percentage of CSI's students are taking a full load. Dr. Bragg said CSI considers a student who is taking 15 credits to be a full-time student. The Federal Government for financial aid considers a full-time student to be someone taking 12 credits, so most students take exactly 12 credits. If Federal Financial Aid would move that dial to 15 credits or more they would get students to the 30 credits more quickly.

There were no further comments or questions from the Board.

**Denise Aberle-Cannata**, VP of Academic Affairs, College of Western Idaho, gave CWI's strategic plan information to the Board. To see a complete listing of CWI's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

Board President Liebich asked the same question he asked Dr. Barber; when this strategic plan was presented to CWI's local board of trustees were there any areas that their board is focused on that the State Board should have on their strategic plan or are these the right priorities. Dr. Aberle-Cannata said her local Board agreed with the strategic plan as presented.

There were no further comments or questions from the Board.



**Dr. Clay Long**, Administrator, Career Technical Education, gave CTE's strategic plan information to the Board. To see a complete listing of CTE's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 3.

Dr. Hill asked if the CTE diploma requirement included a Capstone project. Dr. Long said the diploma is awarded to a student who completed a program of study.

There were no further comments or questions from the Board.

## **STATE DEPARTMENT OF EDUCATION**

### **2. State Superintendent – Priorities**

Superintendent Critchfield wanted to update the Board on a few initiatives she has been working on.

1. The Superintendent just completed her post-legislative tour and she wanted to thank everyone around the state for their hospitality.
2. Financial Literacy legislation (HB92) was approved this past session and signed into law by the Governor on March, 20, 2023.
3. Sometime in the summer the Superintendent would like to initiate a conversation concerning Graduation Requirements.
4. HB163 will require preparing school districts for the new parental right information law which amends existing law to provide for certain disclosures and school policies. Her office is making sure the schools are prepared for the changes prior to the school year beginning.
5. SDE is also looking at curriculum review and how to incentivize the school districts to make choices on curriculum.
6. The Superintendent started a Behavioral Health working group. There are also more and more students being placed in Special Ed, so some recommendations will be forthcoming.
7. A Math initiative is on the table and more work will be brought forward when ready.
8. Empowering Parents. The Superintendent is getting ready to convene the first Empowering Parents Parent Advisory Panel meeting on June 1. The panel will work throughout the summer and their recommendations will be brought back to the Board. The first meeting will take place in Boise.

Mr. Freeman asked how the Superintendent would feel about having a future presentation or work session from the Math working group concerning the pathways between secondary and post-secondary. She said that would be most appreciated.

Board President Liebich asked if during the Superintendent's post-legislative tour were there any concerns expressed by the superintendents in the various school districts that





the Board should be aware of. Superintendent Critchfield said the discussion on daily attendance verses enrollment issue was foremost on their minds.

There were no further comments or questions from the Board.

### 3. ESEA Consolidated State Plan Amendment

The Superintendent said Department staff met with the Board's Accountability Oversight Committee (AOC) on January 20, 2022 and February 14, 2022 to finalize the draft of 2021-2022 ESEA Addendum for the 2021-2022 school year, which was necessary as a result of the COVID-19 disruptions.

In May 2022, the Department drafted a proposed ESEA Consolidated State Plan amendment for the 2022-2023 school year, consistent with the previously approved 2021-2022 ESEA addendum, along with additional technical corrections. In addition, the proposed ESEA Consolidated State Plan amendment for the 2022- 2023 school year also reflects that the Board approved pending rule Docket 08- 0203-2101 and temporary rule Docket 08-0203-2202, including the removal of student engagement survey and the addition of chronic absenteeism as part of the school quality or student success indicator. Lastly, the proposed ESEA Consolidated State Plan amendment extends the 2022 long-term goals to 2023 for the academic achievement and four-year graduation rate indicators due to COVID19 related disruptions and limited data availability.

The Department collected public comments on the proposed ESEA Consolidated State Plan amendment from March 23 to April 6, 2023. A public comments survey link was posted on the Department's website and was also emailed to all superintendents, charter school administrators, district testing coordinators, and principals, as identified in the state longitudinal data system K-12 program contact file. In addition, the notification was also sent to the external stakeholders such as the Idaho School Boards Association and Idaho Association of School Administrators. A total of 6 responded, three of which had comments relevant to the proposed ESEA Consolidated State Plan.

Once the 2022-2023 amendment is approved by the Board, it will be resubmitted to the U.S. Department of Education. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of the feedback received from the U.S. Department of Education. Proposed changes will not take effect until the amendment is approved by U.S. Department of Education.

### **BOARD ACTION**

**M/S (Critchfield / Clark) I move to approve the Amendment to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Consolidated State Plan as provided in Attachment 1, and**





**to authorize the Board President to submit the amendment request on behalf of the State Board of Education.** A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

At this time the Board took a 10-minute break returning at 3:10 p.m. (Pacific Time).

## **INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

Mrs. Roach, Chair of the IRSA Committee, asked for a change to the agenda. She asked that the Complete College Idaho Report start the IRSA agenda. There was no objection from the Board.

### **4. Complete College Idaho Report**

Dr. Heidi Estrem, Associate Academic Officer, Idaho State Board of Education, started by giving the Board a brief history of the Complete College Idaho program.

In 2010, the Board established an attainment goal that 60% of Idaho's 25- to 34- year-old age demographic would have a postsecondary credential by 2020. The Governor's 2017 Higher Education Task Force called for this goal to be revised or extended. In August 2011, Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State. The Board, at its June 2012 meeting, approved the final version of the CCI Plan.

Legislative funding for implementing CCI strategies was allocated to four-year institutions beginning in 2014, and community colleges beginning in 2015. In 2017, CCI key indicators, including degree attainment, course completion, and job placement, were reported by the President of the State Board of Education to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education committee.

Over the past fifteen years, Complete College America's (CCA) recommendations have matured as continued research has emerged; at the same time, institutions have deepened and extended their use of student success strategies that support student learning and success.



Adoption today by the Board of the report's recommendations for the next phase of CCI work would provide strategic direction to Board staff and institutional leaders in support of continued efforts to improve student retention and degree completion.

Over the past 15 years these were the fully implemented CCA Game Changes.

- Career exploration
- Academic and career alignment
- Adult learning engagement
- Academic maps and milestones
- Stackable certificates and credentials
- Credit for competency
- Corequisite support for English/ Writing
- Dual enrollment
- Proactive advising
- Student basic needs
- Active academic support
- Math pathways

This is a partial list of the CCA Game Changers in Progress

- First year experience
- Smart schedules
- 15-to-finish / stay on track
- Meta majors
- Multiple measures placement
- Corequisite support for math
- 360-degree coaching

Dr. Estrem then offered five recommendations for the Board to consider so that the campuses can continue to do good work. They are:

**Recommendation 1:**

The institutions should be encouraged to review, maintain, and deepen their commitment to the original and newly revised CCA Game Changers.

**Recommendation 2:**

The Board should direct OSBE Staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education math.

**Recommendation 3:**



The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions.

**Recommendation 4:**

The Board should direct OSBE Staff to conduct a comprehensive review of Idaho's current general education framework and create a plan for its next iteration.

**Recommendation 5:**

Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

**BOARD ACTION**

**M/S (Roach / Hill) I move to accept the Complete College Idaho report and approve the recommendations contained therein as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

Board President Liebich asked for a reminder of what Board Policy III.S. is. Dr. Estrem said its the policy surrounding remediation, and specifically outlines how to support students in co-requisite and remedial math.

Dr. Hill asked about the third recommendation. He asked if the Board could do anything to incentivize this recommendation to move it forward or was the issue that registrars did not have the knowledge to move this forward. Dr. Estrem said there is a lot of interest by registrars across the state but they are overwhelmed due to challenges in hiring and staff turnover. In addition, some of the systems currently in place require them to manually upload students who are co-enrolled at two campuses. There is significant streamlining that needs to happen but they do not have the staff to do so.

Dr. Hill said to his original question, what can the Board do. Dr. Estrem said to recognize that these are not perfect systems, record keeping systems are not in place and there is no learner transcript option.

Dr. TJ Bliss, Chief Academic Officer, Idaho State Board of Education, reiterated the statement that approving the motion before the Board today would add fuel to the fire to move any of these recommendations forward and give the program focus.

Mrs. Roach asked Dr. Estrem when she would be able to come back to the Board to update them on the progress being made with the recommendations as outlined in the motion. Dr. Estrem said there was no timeline established for getting these recommendations completed. Some of these recommendations should be iterative as many are already in the works. Dr. Estrem suggested a three- or six-month timeline.



Dr. Bliss said he could get the data to the Board by the August 2023. Dr. Clark said a report would be sufficient instead of making this an agenda item.

There were no further comments or questions from the Board.

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

Mrs. Roach reminded the Board that the purpose of Board Policy III.Z, “is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.” The purpose is to also meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

In 2022, Lewis-Clark State College (“LC-State”) and University of Idaho (“UI”) were selected as two of 73 institutions throughout the nation to participate in the U.S. Department of Education’s Second Chance Pell Experiment. This program allows incarcerated individuals to access federal Pell grants to pay for higher education. LC-State and UI have worked closely with the Idaho Department of Correction to increase programming for adults within the prison system.

LC-State has specifically requested action from the Board to allow it to offer face to-face academic undergraduate education in prison locations outside its designated Service Regions (Regions I and II). The college has established a Memorandum of Understanding with the Department of Correction that would allow it to offer face-to-face undergraduate courses and programs throughout the prison system. LC-State has offered face-to-face instruction at the Idaho Correctional Institution – Orofino during the 2022-23 academic year to approximately 58 students in courses leading to associate degrees in liberal arts, business, and welding. However, LC-State is currently only designated by Policy III.Z. to offer undergraduate education in Regions I and II using the face-to-face modality. Similarly, UI is only designated to offer face-to-face graduate education in Regions I and II.

Board approval of option two, three or four would allow LC-State to offer face-to face academic undergraduate education in other Service Regions in the upcoming academic year. Approval of Option 2 would require the Board to designate one or more institutions to offer academic undergraduate education in the prison systems. Both LC-State and UI have indicated a desire to be a Designated Institution for this new Service Region under this option. If the Board chooses not to take any of these three actions, then LC-State would need to work within the current parameters of Board Policy to offer programming this coming academic year.



Dr. Cynthia Pemberton, President, Lewis-Clark State College addressed the Board before they voted on these motions. Dr. Pemberton said she wanted the Board to be aware of two pieces that pertain to this issue. First, to be able to move forward from experimental to prison education program designation, courses offered need to lead to a degree completion of study, they must comply with all federal financial aid requirements, they have State Board approval and each site for face-to-face instruction will require a site visit from an accreditation team. Second, the actual ability to apply to the U.S. Department of Education was critical. The guidelines are not anticipated to be available until May or July of this year.

Torrey Lawrence, Provost, University of Idaho, said both U of I and LCSC have invested resources and time in making this program work. UI only teaches courses to the prison population online so that is the difference between the programs, since LCSC does face-to-face instruction. What he wanted to clarify was that outside of the second chance Pell grant program UI has been offering courses in prisons for years remotely. UI completely supports LCSC's desire to teach these courses face-to-face. Of the motions before the Board today UI is not interested in the dual designation where LCSC would be the undergraduate and UI would be the graduate provider. He said UI has no interest in this option.

Mrs. Roach moved to motion which does allow face-to-face academic undergraduate education in prison locations and doesn't restrict other institutions from participating in this program. Dr. Bliss read the entire description before the motion was made.

## **BOARD ACTION**

**M/S (Roach / Keough) I move to approve the first reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, which provide an exception to this policy for face-to-face academic undergraduate education in prison locations, as submitted in Attachment 2.** A roll call vote was taken and the motion failed 2-6. **Ayes;** Keough, Roach. **Nays;** Liebich, Clark, Hill, Gilbert, Siddoway, Critchfield.

Mrs. Roach said this motion will designate a statewide service region for LCSC to offer prison education and UI to offer graduate prison education so this policy will have to be modified between the first and second reading. Mrs. Keough expressed her concerns with the wording of the last sentence that says that no other institution could offer courses to the prison population. Dr. Bliss said that other institutions would be required to coordinate with LCSC first if they wanted to offer courses. Mrs. Keough said she views this as a continuation of silos in education and she could not support the motion.

## **BOARD ACTION**



**M/S (Roach / Hill) I move to approve the first reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, which create a new Service Region, as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-1. Ayes; Liebich, Clark, Hill, Gilbert, Roach, Siddoway, Critchfield. Nay: Keough.**

Dr. Hill asked if "lead" means "sole provider". Dr. Pemberton said no, but the issue surrounding the accreditation visits would need to be addressed. However, none of these answers are possible until the guidelines are delivered.

Dr. Clark expressed concern that since the Board has already given LCSC the go-ahead to offer this program and that the other institutions are able to offer online courses to the prison population why are we entering what appears to be a very complicated process.

Board President Liebich asked Mrs. Roach what the recommendation from the IRSA committee was on this topic. Mrs. Roach said not a lot of members were present at the last IRSA meeting so they decided to bring this topic to the full Board for discussion. She also said that perhaps a review of Board Policy III.Z. might be necessary at some future time.

Mr. Gilbert asked where staff was on this issue, and until the guidelines are delivered he wondered why the Board needed to act now because there is no time limit. Mr. Freeman said he agreed with Mr. Lawrence that working under an MOU is a lot of work and not always efficient. He is also not a fan of waiving policy. Dr. Bliss said pros and cons are part of each of the motions before the Board today. He also agreed that more will come to light when the guidelines are available from the U.S. Department of Education.

Dr. Pemberton said that there is a time line because they need to have Board approval as one of the ingredients of their submission and they then need permission to get the accreditation site visits scheduled. So, they have from July to the middle of August to get everything organized and in place.

Dr. Clark asked that IRSA bring back to the Board what recommendations they would make in changing Policy III.Z. Dr. Bliss said a comprehensive review took place in 2021 and quite a few changes were made. Perhaps a new review is warranted.

There were no further comments or questions from the Board.

## 2. Board Policy III.M. – Public Postsecondary Accreditation – Second Reading





Mrs. Roach said Board Policy III.M. Public Postsecondary Accreditation identifies the Northwest Commission on Colleges and Universities (NWCCU) as the Board-recognized accrediting body for public postsecondary institutions in Idaho. The policy also contains reporting requirements related to the accreditation process.

The policy currently states that all eight institutions shall “be evaluated” by NWCCU based on a seven-year accreditation cycle. The proposed change will clarify the long-standing intent of this policy that institutions shall “be accredited” by NWCCU and “evaluated” on a seven-year accreditation cycle.

### **BOARD ACTION**

**M/S (Roach / Gilbert) I move to approve the second reading of Board Policy III.M., Public Postsecondary Accreditation as submitted in Attachment 1.** A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

### **3. Board Resolution Prohibiting Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions**

Mrs. Roach said the Idaho State Board of Education has long affirmed its interest in promoting an environment of belonging for all students at the public postsecondary institutions it governs. Faculty and staff are responsible for creating a welcoming and dynamic learning environment for all students, as an outgrowth of their investment in student success.

The Board recognizes that a requirement for faculty applicants to demonstrate a commitment to diversity, equity, and inclusion through a written statement (known as a “diversity statement”) may lead to hiring decisions based on factors other than merit. At the national level, some faculty have also raised concerns that use of diversity statements in hiring may violate First Amendment rights, academic freedom principles, or both. The Board is not aware of any specific concerns by faculty in Idaho, nor the extent to which diversity statements have been used for hiring decisions at Idaho’s public postsecondary institutions.

Dr. Bliss made note that diversity statements in faculty hiring are provided by The Foundation for Individual Rights in Education, a national non-partisan organization that focuses on academic freedom and first amendment free speech rights especially in education.





*They write; Institutions of higher education have both the authority and obligation to prevent unlawful discrimination on campus, as well as an interest in employing faculty who work toward the academic success of students of various backgrounds and identities. But [diversity statement requirements] frequently go further, compelling faculty to affirm contested views on matters of public debate or to embed specific ideological perspectives in their academic activities. This violates faculty members' individual rights 1 <https://www.thefire.org/news/fire-releases-statement-use-diversity-equity-and-inclusion-criteria-facultyhiring-and> and thwarts values like intellectual freedom, epistemic humility, and open-mindedness that underlie a university's mission to produce and disseminate knowledge...[Such requirements] are especially concerning given that adverse consequences for those who hold or voice dissenting, minority, or simply unpopular opinions are increasingly common on campus.*

#### **BOARD ACTION**

**M/S (Roach / Siddoway) I move to approve the Resolution set forth in Attachment 1, the title of which is as follows: Board Resolution Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions.** A roll call vote was taken, and the motion carried 8-0.

**AND**

#### **BOARD ACTION**

**M/S (Roach / Siddoway) I move to direct staff to develop a proposed amendment to Board policy codifying the principles of this Resolution and bringing the amendment forward for first reading not later than the August 2023 Board meeting.** A roll call vote was taken, and the motion carried 8-0.

There were no further comments or questions from the Board.

Superintendent Critchfield left the meeting at 4:41 p.m. (Pacific Time).

#### **5. Student Mental Health Update**

Dr. Andy Hanson, Vice-President Student Affairs, Lewis-Clark State College gave the annual update. He was joined by Dr. Craig Chatriand, VP for Student Affairs, ISU; Blaine Eckles, Vice Provost for Student Affairs, UI; Rick Pongratz, Director of Counseling and Testing, ISU; Jeremiah Shinn, VP Student Affairs, BSU.

Over the past year, members of the Council on Student Affairs (COSA) have had numerous discussions regarding the mental health struggles seen on Idaho's postsecondary campuses. The number of students needing mental health services is



rising, and this is having an impact on academic and non-academic programs. COVID relief funds have been used to increase support for students facing mental health challenges, but these funds are being rapidly depleted. Institutional leaders are concerned about how these mental health issues are impacting students and their ability to succeed. They are also concerned about the future support for students as federal funding runs out. Dr. Andrew Hanson, COSA Chair, met with the Presidents Leadership Council (PLC) last fall to discuss these concerns on behalf of COSA, and the PLC charged COSA with gathering additional information from campus counseling and health services staff and other stakeholders on the current state of student mental health at Idaho's public institutions.

Each of the institutions shared what is happening on their campuses as it pertains to mental health issues.

**LC State** (Fall 2022 HC = 3783)

- Counseling appointments, 1073 between July and December 2022; total face-to-face appointments have nearly doubled since AY 2017-18: 1501 appointments vs. 2804 in AY 21-22.
- Why are students seeking help: 47% = general anxiety, 41% depression, 35% social anxiety, 33% suicide ideation.
- Therapy Assisted Online (TAO) and RESPOND

**Boise State University** (Fall 2022 HC = 26,182)

- Counseling Encounters, FY17 = 4105 and FY22 = 8162
- Crisis Counseling, FY17 = 271 and FY22 = 335
- JED Foundation/JED Campus (substance abuse and suicide prevention programming)

**Idaho State University** (Fall 2022 HC = 12,319)

- 51.4% increase in crisis appointments and an increase of 41.8% in the number of unique clients attending a crisis appointment.
- 33.7% of clients we've seen this fall have engaged in self-injury (e.g. cutting, burning, headbanging, etc.).
- 43.3% of clients we've seen this fall have "seriously considered attempting suicide" at some point.
- MySSP

**University of Idaho** (Fall 2022 HC = 11,507)

- Fall 2022 (as of Nov 28) counseling data – 251 psychiatric visits, 2004 counseling appointments

**North Idaho College**

- 1.0 FTE Counselor



- Relationship issues, academic distress, and depression are top three presenting concerns
- 487 students participated in 889 counseling sessions since Spring 2019

#### **College of Western Idaho**

- Top reasons students seek counseling = anxiety, depression, and loneliness
- JED Foundation, Therapy Assisted Online

#### **College of Eastern Idaho**

- 52% of counseling clients above national average for depression, 49% above for general anxiety, 50% above for social anxiety.

#### **College of Southern Idaho**

- 1133 counseling visits during 21-22 academic year
- 21-22 stats: 75% reported stress, 62% reported depression/anxiety
- Fall 2022 stats: 97% reported depression/anxiety
- BetterMynd

The Idaho Youth Risk Behavior Survey results were also shared.

- The percentage of Idaho high school students who felt so sad or hopeless (almost every day for the 2+ weeks in a row) during the past 12 months increased significantly from 27.3% in 2011 to 44.8% in 2021.
- The percentage of Idaho high school students who did something to purposely hurt themselves without wanting to die increased significantly from 17.5% in 2011 to 27.9% in 2021
- The percentage of Idaho high school students who seriously considered attempting suicide during the previous 12 months increased significantly from 15.4% in 2011 to 21.3% in 2021.

Board President Liebich asked what was the root cause of this. Mr. Eckles said the root cause isn't the pandemic as the trends show this has been going on for a long time. It is believed that cell phone usage and the use of social media contribute to these trends. Cell phones are also a front row seat to viewing trauma from around the world, and social media gives the illusion of connection. What's making it worse is how students see other people interacting with each other, so treating other people with respect would help in student perceptions.

It was shared that students are coming to school with mental health issues, not having these issues once they get to university.

There were no further comments or questions from the Board.



## 6. Boise State University – New Institute for Microelectronics Education and Research

Mrs. Roach said Boise State University proposes to establish a new Institute for Microelectronics Education and Research (MER). The institute will be a premier hub in the northwestern United States to advance education, research, and next-generation technologies in the microelectronics field. MER's partnerships will engage with industry and government (local, state, and federal) entities, as well as other northwest universities. The institute will pave the way for a robust microelectronics workforce; elevating economic development in Idaho.

With the federal investment in microelectronics through the CHIPS and Science Act of 2022, and the subsequent plans by Micron of a \$15 billion-dollar semiconductor fabrication facility, expectations are strong for a substantial increase in the need for undergraduate and graduate students across multiple disciplines over the next decade. This funding represents a once in a generation opportunity for the university to obtain not only substantial federal research funding, but also develop strong engineering and related educational programs to meet the needs of the US technology industries.

### **BOARD ACTION**

**M/S (Roach / Keough) I move to approve the request by Boise State University to establish the Institute for Microelectronics Education and Research as presented in Attachment 1.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

Board President Liebich asked if new space was going to need to be constructed to support this project. Mr. Buckwalter said no, they will use current available space.

There were no further comments or questions from the Board.

### **EXECUTIVE SESSION – (Closed to the Public)**

Action Item to go into Executive Session - No action taken in Executive Session.  
To conduct CEO Evaluations. (Presidents Tromp + Satterlee)

### **M/S (Clark / Hill) I move the Board**

1. 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." A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

At this time the Board took a 20-minute break, then entered Executive Session at 5:05 p.m. (PT).



The Board returned from Executive Session at 7:19 p.m. (PT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

The Board recessed at 7:20 p.m. (PT)

**Wednesday, April 26, 2023 – 7:30 a.m. (Pacific Time)**

Superintendent Critchfield and Dr. David Hill were absent.

**EXECUTIVE SESSION – (Closed to the Public)**

Action Item to go into Executive Session - No action taken in Executive Session.  
To conduct CEO Evaluations. (Matt Freeman)

**M/S (Clark / Roach) I move the Board**

1. 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." A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

The Board moved to Executive Session at 7:30 a.m. (PT).

**BOARD ACTION**

**M/S (Clark / Roach) I move to go out of Executive Session.** A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

The Board returned from Executive Session at 8:50 a.m. (PT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

**Wednesday, April 26, 2023 - 9:00 a.m. (Pacific Time)**

**BUSINESS AFFAIRS AND HUMAN RESOURCES**

1. Boise State University – New Residence Hall Project Budget and Construction

Alicia Estey, Chief Financial Officer, Boise State University outlined the request for this project.

This project was included in the University's six-year capital improvement plan provided to the Board in August 2021. At that time, it had an estimated cost of \$45M. At the October 2021 Board meeting where planning and design was approved, the University did not provide an update to the overall cost estimate. At the October 2021 Board



meeting, the Board approved Boise State's request to move forward with the planning and design for first-year student housing for a total cost not to exceed \$4.5M.

The original project cost of \$45M was estimated prior to building design and site investigation and the university considered it a preliminary number. The current project cost estimation of \$70M was completed by two professional cost estimators and was based on 100% Design Development level drawings. It also includes a significant contingency for cost escalation and unknown conditions.

Expanded first-year housing will meet the growing demand for on-campus housing, which will have a positive impact on recruitment, retention and graduation rates.

### **BOARD ACTION**

**M/S (Gilbert / Roach) I move to approve the request by Boise State University to construct a first-year residence hall, including the project budget, for a cost not to exceed \$70 million, pending approval of the debt financing at a subsequent Board meeting.** A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

Board President Liebich asked about the \$9M in University costs. Ms. Estey said they charge a fee to support architects and engineers and internal staff who are part of the planning and design. There are also environmental testing requirements which must be paid for.

Board President Liebich asked how the fees associated with this project compares to the private projects currently being built, will this improve affordability for students. Jeremiah Chin, Vice-President, Student Affairs, Boise State University, said that was the intention. This project will provide a good affordable price point for incoming freshman. Currently BSU is only able to provide housing for around 55% of their incoming class each year.

Board President Liebich asked if layering in affordable housing for faculty was part of this project. Ms. Estey said several proposals are in the works with the intention of looking at housing for faculty.

There were no further comments or questions from the Board.

### **2. Idaho State University – Athletics Funding Cap**

Jennifer Steele, Chief Financial Officer, Idaho State University reviewed the request from ISU.





The request from Idaho State University is for Board action to increase the athletic limits consistent with Policy V.X. In FY 2022, the amount established by the Board was \$5,658,700. In FY 2023, the amount established by the Board was \$6,041,900. The requested increase will revise the Fiscal Year 2022 limit to \$6,098,756, while the FY 2023 limit will stay at \$6,041,900.

ISU has already incurred these expenses as reflected in ISU's FY2022 audited financial statements. Board policy allows for the request of a one-time exception. ISU is requesting Board approval of the expense limit change to allow the expenses to be covered as they have currently been incurred. If the exception is not allowed, ISU will create a repayment plan to comply with the policy limits.

It should be noted that ISU experienced another change-over in football coaching staff this year, which required ISU to pay out existing contractual obligations while also hiring a new head coach and assistant coaches. However, since ISU had already discovered the FY22 excess, this was addressed in the current year budget to ensure it would not reoccur.

The athletic limits are calculated annually based on the rate of change for the next fiscal year of ongoing State appropriated funds compared to the ongoing State appropriated funds in the current fiscal year, unless set through Board action.

## **BOARD ACTION**

**M/S (Gilbert / Clark) I move to approve the request by Idaho State University to approve the one-time adjustment to its Athletics spending limits for Fiscal Year 22.** A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

Board President Liebich asked if perhaps this board policy might be too restrictive. President Satterlee said this Board Policy is the right policy, but the spending limits for ISU are lower than the other institutions and that should be part of a conversation at a later date.

There were no further comments or questions from the Board.

### **3. Idaho State University – Meridian Campus Master Plan**

Brad Sagendorf, Vice-President of Operations, Idaho State University shared the following information with the Board.

In 2020 Idaho State University purchased 22.024 acres located at 785 South Locust Grove Road, located to the north of the existing ISU Meridian Campus to create space





to expand existing health care programs and create new health care programs at the Skaggs Health Sciences Center in Meridian.

In 2022, Idaho State University engaged Hummel Architects to perform preliminary programming and to produce a site improvement placement master plan for the 22-acre addition to the Meridian Campus. Additionally, the existing campus buildings and infrastructure were reviewed for re-utilization of space as well as delineating which programs will need to move or expand into the new development. The University conducted visioning sessions to identify overall guiding principles for the master plan for both the existing and new campus spaces. These program spaces are outlined and indicate the eventual need for approximately 950,000 additional square feet for the newly acquired parcel and 184,000 square feet of expansion for the existing property.

This master plan is a living document as programs, buildings, and prioritization change over time. However, the initial purpose of this master plan is to engage the City and the State for their input and to allow the development of the initial infrastructure to be designed to prepare the property for future construction.

Property development including costs in engineering inspections, soil testing, water and sewer infrastructure, utilities, earthwork, landscaping, paving, and roadways were part of the 2023 legislative budget request submitted by the Governor and partial funding was approved by the legislature.

ISU does not have affordable student housing near the Meridian Campus and this proposed master plan will address that need.

## **BOARD ACTION**

**M/S (Gilbert / Clark) I move to approve the request by Idaho State University to approve its Meridian Campus Master Plan.** A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

Board President Liebich asked if the sequence of this project had been planned out over a period of time. This seems like a 20-year time line. President Satterlee said the first priority was the clinical teaching space with a private partner, and yes, this is a multi-decade concept.

There were no further comments or questions from the Board.

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

### **3. Idaho Public Television – Annual Report**



Jeff Tucker, Idaho Public Television General Manager, gave the annual report to the Board. He shared the following information about IdahoPTV.

Idaho Public Television serves as a provider of high-quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the student's attendance at their local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Television's efforts support the Board's strategic goals.

IdahoPTV's strategic plan will provide an informational update on the agency's legislative agenda, infrastructure upgrade project (from April 2022), new programs presented in the past year, educational outreach work, statewide anti-vaping education campaign funded by and allocation from the Millennium Fund and other items of note.

- IdahoPTV reaches nearly 100% of households in Idaho, via 5 transmitters, 46 repeaters, studios in each region, Emergency Alerts, public safety announcements and feed paid services.
- Sixty-two percent of all Idaho citizens watch IdahoPTV on a regular basis.
- More than 800,000 unique viewers watched in June of 2022.
- FY2022 IdahoPTV received 67 International, National and Regional Awards.
- Funding comes from multiple sources. Sixty-eight percent of PTV's budget comes from private contributions and grants and continuous appropriations. The balance of the budget come from the General Fund (HB711), Executive carry forward and the Millennium Fund (SB1395).
- Some of the IdahoPTV programs of note are.  
The 40th Season of Outdoor Idaho happened this past October.  
Idaho Experience is now in its 6th season.
- CreateID is an IdahoPTV original program which celebrates the unique talents of Idaho creators with lively online video pieces and social media posts.
- IdahoPTV is joining the national campaign to sound the alarm on the youth vaping crisis. For more information please head to; IdahoPTV.org/KNOWVAPE
- Idaho in Session recorded 520,834 people stream Legislative session meetings this past year with 1,272,985 total page views being registered for FY20-22.
- A new grant awarded to IdahoPTV earlier this year is Jobs Explained which will educate Idaho youth about in demand careers in construction.

There were no comments or questions from the Board.

#### 4. Idaho Digital Learning Academy - Annual Report



Jeff Simmons, Superintendent, Idaho Digital Learning Academy shared the following with the Board.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment. Idaho Digital Learning Academy is a statewide virtual school providing Idaho students and school districts with greater access to a diverse assortment of courses and opportunities. IDLA was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and provides service to Idaho students and all Idaho School Districts.

Idaho Digital Learning Academy served approximately 43,031 enrollments for 2021-2022, which is a 30% decrease from 2020-2021 as districts returned to in-person learning. The number one reason students cited for enrolling in the Idaho Digital Learning Academy was “Online Course Preference” with “Classes not offered locally” taking the second position. Other reasons include scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

Idaho Digital Learning Academy is accredited through Cognia Accreditation.

In addition;

- The majority of enrollments from rural schools take classes because the classes are not offered locally.
- Most enrollments from urban schools take classes for schedule flexibility so they focus on CTE and Dual Credit.
- Due to the decreasing enrollment, which is attributable to students returning to in-person learning following the pandemic, IDLA started using a new program called LaunchPad. Through this program they are seeing student engagement is increasing as can be found in the percentage of students at grade level in ELA. This increase happened in just a three-month time-frame.
- Credit Recovery options are being offered in all core classes in grades 7-12. This program has a 82% pass rate; has served over 1800 students and has helped recover for than 1900 credits.
- Feedback from parents showed they placed a high value on having Career Technical Education courses offered and also Industry Certifications.
- Since 2020-2021, 11 students obtained their Microsoft certification, 21 students received a CNA certificate, 3,347 8th graders finished the career exploration course (which meets the requirement of HB269), 195 students took a You Lead Entrepreneurship course in conjunction with the College of Western Idaho and Trail Head Boise, 200 students earned a cybersecurity basics technical certificate and 329 students took courses in Idaho Science and Aerospace where they created a flight plan to get to Mars.



Mr. Freeman asked why LaunchPad is transitioning away from Math and focusing on ELA. Mr. Farden, Director of Supervision and Instruction, IDLA, said the math module is still being used but the students being enrolled are looking for ELA courses and not math.

Dr. Clark asked for in-depth data on the credit recovery for math. Mr. Simmons said they would be happy to share that data.

Mr. Freeman asked for more information on the Supportive Course Design mentioned in the presentation. Jolene Montoya, Director of Curriculum, IDLA, said the content was put into smaller chunks and the assignments were embedded in the lesson so that students could not skip to the assignment without doing the lesson.

Board President Liebich asked if IDLA had resources to market these opportunities or are they dependent on school counselors in sharing these opportunities with students. Mr. Simmons said they utilize both methods by using social media, and in-person visits to schools to tell them of the programs they offer.

Mrs. Roach wondered if they were working with CTE and Workforce Development to capture their successes. Mr. Montoya said they work closely with both agencies to help student success.

Dr. Clark said Micron came to the Board of Education with a goal for Idaho Students to know that the semi-conductor industry is more than just engineers in a room. Mr. Freeman added that Micron's original proposal was for a course in semi-conductors to be made part of the high school graduation requirement which they were told would be very problematic. It was suggested to Micron to pilot their program through IDLA and Mr. Freeman thanked them for their partnership with Micron.

Mrs. Roach asked if they had to cut staff and what impact did that have in programming. Mr. Simmons said they did have to cut staff in the elementary program because most of the students have now returned to classroom in-person instruction which is why IDLA is focusing on using the LaunchPad program.

Mr. Freeman asked if any movement had taken place on the recent discussion he had with Mr. Simmons on whether IDLA's financial literacy course could be retooled to meet the new financial literacy graduation requirement. Mr. Simmons said yes and students will have two pathways to meet that requirement by taking either the financial literacy course or the economic curriculum courses.

There were no further comments or questions from the Board.

At this time the Board took an 8-minute break returning at 10:20 a.m. (Pacific Time).



Dr. David Hill was acknowledged as being present.

#### 5. Educator Preparation Programs – Performance Measures

Dr. Clark shared that there is a working group looking at what the evaluation measures and performance measures for those programs and what they should be. Therefore, in consultation with Superintendent Critchfield, and the Dean's, there will be no Board vote today because they believe more work needs to be done.

Tracie Bent, Chief Administrative Officer, Career Technical Education, shared the following.

On October 16, 2016, the USDOE released the revised Title II requirements. The rule imposes new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identify levels of program effectiveness to drive continuous improvement.

The final federal regulations incorporate extensive stakeholder and public feedback obtained throughout four years of federal negotiated rulemaking, public hearings, and public comment processes. The intent of the new rule is to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually. These federal requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

Board staff have been attempting to work with stakeholders to establish meaning full measures of performance and effectiveness since the original performance measures were approved by the Board in 2016. At that time there was loose consensus with the measures developed by the group of representatives from the EPP programs, however, when it was time to pull the data for the report it became clear that the measures or the data available would not provide the information necessary to annually rate the programs as required.

In December 2022, Board staff started working with a group composed of a representative from each Educator Preparation Program. The group was tasked with providing feedback on the proposed performance measures in the hope that consensus could be reached. These representatives were from public, non-public, and non-traditional Educator Preparation Programs. The group met four times: 12/5/2022, 12/19/2022, 1/9/2023, 3/10/2023.

Dr. Clark said it should be noted that the teacher preparation program is not designed to give first year teachers the skills one would find in someone who has been teaching for



five years. The question is what level of skills are reasonable to expect for a student teacher who has come through four-years of education and had a student teaching experience. This program is about ensuring that the Idaho teacher pipeline is putting quality teachers in the classroom.

There were no further comments or questions from the Board.

#### 6. Accountability Oversight Committee – Annual Report and Recommendations

Roger Stewart, Chair of the Accountability Oversight Committee, and Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education, presented the annual report. They shared the following.

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee.

In summer and fall 2022, the AOC, Board staff, and Department staff agreed to continue the collaborative approach used in recent years for this report, and identified the student achievement data the AOC would review. The Department compiled the data into the 2021-2022 Student Achievement Report. On January 18 and February 9 and 10, 2023, the AOC reviewed the Student Achievement Report, analyzing the included data and developing related recommendations to improve outcomes.

The FY 23 Accountability Oversight Committee Recommendations Report includes an Executive Summary with priority recommendations from the committee.

The full report includes conclusions resulting from the data analysis and recommendations, divided between policy recommendations for the Board and implementation recommendations for the Department. The recommendations are further separated between short-term and long-term actions, and definitions of these timelines are provided.

The following recommendations are the committee's highest priority recommendations, as included in the report's Executive Summary:

- Early Literacy Priority Recommendation for the Board and Department (short-term): • Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.
- Middle Grades Math Priority Recommendation for the Board and Department (short-term): • Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and





other resources on math interventions, accelerated instruction, and math-related professional development.

- High School Graduation Priority Recommendation for the Board and Department (short-term): • Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.
- Chronic Absenteeism Priority Recommendation for the Board and Department (short-term): • Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

The recommendations outlined in the AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices in an effort to develop structures that support improved student achievement.

The Executive Summary was revamped to make the dissemination of data easier to access. The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 23 AOC Recommendations Report.

#### Data Point One; **Positive Findings**

- During the 2021-2022 school year, based on the evidence provided in Appendix A, Idaho students made measurable progress overcoming the impacts of the COVID 19 pandemic.
- Spring 2022 IRI scores for All Students trailed 2019 scores by 2 percentage points, having recovered 3 of the 5-percentage point drop that occurred during the pandemic.
- An all-time high of 55.5% of All Students were proficient or advanced on the ISAT English Language Arts assessment.
- English Learners continued to exhibit solid performance on ACCESS and ISAT Math.
- Native Americans and Alaskan Natives achieved substantial improvements in 4- and 5-year graduation rates over the past 5 years.

#### Focus Area: **Early Literacy Findings**

- Certain groups of students were more impacted by the pandemic and their performance has not yet fully rebounded to pre-pandemic levels.
- Learning gaps between subgroups and their reference groups remain large and longstanding.
- **Priority Recommendation:** Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.



Focus Area: **Middle Grades Math Findings**

- Longitudinal data analyses reveal a divergence between expectations for students (as outlined in the academic standards and assessed via the ISAT) and student math performance after 4th grade.
- **Priority Recommendation** Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

Focus Area: **High School Graduation Findings**

- 4- and 5-year graduation rates for all students have not increased, but instead, have remained stable for the past five years.
- As shown by additional figures in the full report (Appendix A, Figures 31-32 and 34-35), large differentials in graduation rates of subgroups remain.
- **Priority Recommendation** Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

Focus Area: **Chronic Absenteeism Findings**

- Absenteeism spiked post-pandemic. Since 2019 the number of students with adequate attendance has substantially dropped.
- In SY 2021-22, 25% of students did not have Adequate Attendance defined as attending school 90% of the time.
- **Priority Recommendation** Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

Dr. Clark said this was just a preview of AOC's recommendations and this item will be discussed at the June meeting in a work session. So, no Board Action will be taken today.

Mr. Freeman asked about the last recommendation made concerning the collaboration between the State Board of Education and the State Department of Education over chronic absenteeism. Ms. Henken said AOC believes that one of the key things that needs to happen is to make sure that districts and schools are aware of the resources that are available for free. The AOC identified the attendance works model as an excellent resource for school districts to use. It's a tiered model that's used to help schools identify students who are struggling academically. It then details the types of interventions the school should be using and as the student's absenteeism becomes less and less those interventions become more substantial.

There were no further comments or questions from the Board.



## 7. 2023 Legislative Update – Information Item

Ms. Bent provided the Board with an update on two of the education related legislation that was enacted by the 2023 Legislature.

**HB92: Financial Literacy** - Adds to existing law to require financial literacy courses in certain grades.

**HB269: Career Exploration** – Adds to existing law to establish career exploration courses.

The Board had no further questions about any of the Legislation.

Mrs. Roach asked about the Legislation surrounding Idaho Launch. Mr. Freeman said the State Board of Education office is already in discussions with the Governor's office and Workforce Development Council on how we are going to partner on that moving forward. There is a concern with having two separate platforms, one for the Opportunity Scholarship and one for the Idaho Launch program which could be confusing for parents and counselors, so the intent is for there to be one platform for everyone to access. Both the Governor's office and Workforce Development are dedicating resources to creating the software that will accommodate the Launch program.

Dr. Clark asked Mr. Freeman to remind the Board what the timeline is to get Idaho Launch ready. Mr. Freeman said the first round of Launch award notifications have to be out in December. There won't be any cash associated with the notification since there wasn't any appropriation, but the money will be available on July 1, 2024.

There were no further comments or questions from the Board.

## 8. Board Policy IV.B. State Department of Education and IV.D. Standards Review Process and Certification Endorsements (new section) – First Reading

Ms. Bent said amendments to Board Policy IV.B. and the creation of a new section of Board policy, Board Policy IV.D., will make it easier for individuals to access the certification endorsement requirements and find language regarding the review and approval of certification standards.

### BOARD ACTION

**M/S (Clark / Siddoway) I move to approve the first reading of Board Policy IV.B., as provided in Attachment 1 and Board Policy IV.D., as provided in Attachment 2.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.



#### 9. Board Policy I.J. Facilities Use – Second Reading

Ms. Bent said there was one small tweak between first and second reading. Amendments were submitted between the first and second reading to clean up remaining language in the policy regarding the location of the events and to expand the sale of alcohol to include retail locations on campus. The Planning, Policy and Governmental Affairs Committee discussed the additional amendments and determined that expanding the sale of alcohol to retail locations on campus was outside of changes that could be made between and the first and second readings. Only those changes consistent with the expansion of the policy revisions discussed during the first reading have been incorporated into the second reading of the policy.

Approval of the proposed amendments will delegate to the chief executive officers of the postsecondary institutions all alcohol permit approval authority within the parameters set in the Board policy.

#### **BOARD ACTION**

**M/S (Clark / Keough) I move to approve the second reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

#### 10. Temporary Rule – Docket 08-0201-2301 – Enrollment Reporting

Dr. Clark reminded the Board that temporary rules expire at the end of each legislative session unless additional action is taken prior to the start of the legislative session to request the legislature extend the temporary rule for an additional year.

The temporary rule will confer a benefit by providing stability to public school funding during the remainder of FY 23 school year.

With the expiration of the temporary rule, Docket 08-0201-2201, the methodology for calculating ADA has reverted back to half-day and full-attendance reports. Without approval of a new temporary rule extending the average FTE enrollment methodology for calculating ADA for the remainder of FY 23, the support units used for distributing discretionary funding will be significantly reduced. Approval of the new temporary rule will extend the average FTE enrollment methodology through the remainder of the current school year (FY23).



Once approved by the Board, enactment of the temporary rule will be contingent on the Governor's approval.

#### **BOARD ACTION**

**M/S (Clark / Keough) I move to approve the temporary rule Docket 08-0201-2301, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1, effective April 7, 2023 through June 30, 2023, contingent on approval to promulgate the temporary by the Governor.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

#### **11. Boundary County School District – Trustee Zone Map Changes**

Ms. Bent said the approval of the proposed Boundary school district trustee zones will return to zones to those that existed in 2011 and is within the parameters set by the Board at its April 2021 Board meeting.

Boundary School District has requested that the district be allowed to return to the zones which existed in 2011 and which are familiar to the community. Although the 2011 trustee zones do not follow census blocks, they do meet the other requirements set by the Board at its April 5, 2021 meeting.

#### **BOARD ACTION**

**M/S (Clark / Keough) I move to approve Boundary School District's trustee boundary rezoning proposal legal descriptions submitted in Attachment 4.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

#### **INFORMATIONAL**

##### **BAHR**

1. Intercollegiate Athletics – FY 2022 Revenue and Expenses Reports – Information Item
2. Intercollegiate Athletics – FY 2022-2023 Compensation Reports – Information Item
3. Intercollegiate Athletics – FY 2023 Gender Equity Reports – Information Item

##### **IRSA**

4. Program Progress Reports
5. Online Joint Graduate Certificate in Nuclear Safeguards and Security



There were no comments or questions from the Board.

Prior to the election of officers Board President Liebich asked for personal privilege. As he steps down as Board President Mr. Liebich wanted to review the role succession has on Education Boards. He said the Board of Education tries to be a role model for how Boards should function. He said the key to functioning well as a Board is to have a common vision, a strategic plan and goals with objective measures that you hold other people accountable for. The other key component is the make up of the Board and how well they work together. This is why Board of Education members move around to different committees and take on different leadership roles every year. There is a lot of work being on a Board. The best functioning Boards are those which have committed people who come with different backgrounds. He believes that the new set of officers who will be elected today will bring a new energy to the Idaho State Board of Education.

Mr. Liebich also acknowledged Matt Freeman and the staff of the State Board of Education and the amazing work they do and how supportive they are of the Board members.

## **ELECTION OF OFFICERS**

### **BOARD ACTION**

**M/S (Hill / Keough) I move to nominate Dr. Linda Clark as Board President.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

**AND**

**M/S (Hill / Roach) I move to nominate William G. Gilbert, Jr. as Board Vice President.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

**AND**

**M/S (Hill / Gilbert) I move to nominate Superintendent Debbie Critchfield as Board Secretary.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

Mr. Liebich made a comment concerning making the Superintendent the Secretary of the Board (Board Exec). He said this move will help in breaking down any barriers between the State Board of Education and the State Department of Education.





Dr. Clark thanked the members of the Board for their vote of confidence and she is excited about the two changes being made today; the inclusion of the Superintendent to Board Exec and the current past President also being part of Board Exec. She also acknowledged the outstanding staff of the State Board of Education office and she thanked the eight leaders of Idaho's institutions for their contributions to Education in the State.

Matt Freeman, Executive Director asked for a moment of executive privilege. He thanked Mr. Liebich for his leadership over these past two years and his advocacy for Education. He thanked him for being a great mentor and he feels he has grown as a leader under Kurt's mentorship.

#### **EXECUTIVE SESSION – (Closed to the Public)**

Action Item to go into Executive Session - No action taken in Executive Session.

To conduct CEO Evaluations. (President Pemberton)

#### **M/S (Liebich / Hill) I move the Board**

- 1. 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."** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

The Board moved to Executive Session at 11:25 a.m. (Pacific Time).

#### **BOARD ACTION**

**M/S (Clark / Roach) I move to go out of Executive Session.** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

The Board returned from Executive Session at 12:35 p.m. (Pacific Time).

Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

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

#### **BOARD ACTION**

**M/S (Hill / Keough) I move to adjourn the meeting at 12:35 p.m. (PT).** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.