



STATE BOARD OF EDUCATION MEETING
June 14, 2023
Idaho State University
Pond Student Union Building Ballroom, Room 220
Pocatello, ID

A regular meeting of the Idaho State Board of Education was held at Idaho State University on June 14, 2023. Board President Dr. Linda Clark called the meeting to order at 8:03 a.m. (MT).

Present

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| Board President Dr. Linda Clark | Dr. David Hill |
| William G. Gilbert, Jr. | Shawn Keough |
| Superintendent Debbie Critchfield | Cally Roach |
| Kurt Liebich | Cindy Siddoway |

Absent

None

Wednesday, June 14, 2023 - 8:03 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review and Approval

BOARD ACTION

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

2. Minutes Review and Approval

BOARD ACTION

M/S (Roach / Critchfield) I move to approve the minutes for the April 25-26, 2023 Regular Board meeting, the May 15, 2023 and May 18, 2023 Special Board meetings. A roll call vote was taken, and the motion carried 8-0.

3. Rolling Calendar

BOARD ACTION

M/S (Roach / Hill) I move to set June 18, 2024 as the date and Idaho State University as the location for the Executive Officers performance evaluations. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Roach / Hill) I move to set June 19-20, 2024 as the date and Idaho State University as the location for the June 2024 regularly scheduled Board Meeting. A roll call vote was taken, and the motion carried 8-0.

CONSENT

BAHR

1. Boise State University – Beverage Services Agreement – Swire Coca-Cola USA
- Action Item

BOARD ACTION

M/S (Roach / Hill) I move to approve the request by Boise State University to enter the agreement with Swire Coca-Cola, USA for beverage services and to authorize the President or her designee to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

2. University of Idaho – Meat Science Innovation Center – Construction
Authorization - Action Item

BOARD ACTION

M/S (Roach / Hill) I move to approve the request by the University of Idaho to implement the Bid, Award, and Construction phases of the proposed Meat Science and Innovation Center Facility, with a projected total cost of \$14,100,000, as described in the materials submitted to the Board. Bid, Award, and Construction authorization is provided at \$14,100,000, including the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project. A roll call vote was taken, and the motion carried 8-0.

3. Lewis-Clark State College – Food Services Contract - Action Item

BOARD ACTION

M/S (Roach / Hill) I move to approve the request by Lewis-Clark State College to enter into a contract for up to 10 years (three-year contract with seven optional renewals) for campus food services with Sodexo with an estimated revenue impact of \$2,716,575 if the full ten-year contract is exercised. A roll call vote was taken, and the motion carried 8-0.

4. Lewis-Clark State College – Purchasing Policy - Action Item

BOARD ACTION

M/S (Roach / Hill) I move to approve the request by Lewis-Clark State College to adopt the new purchasing policy as described in Attachment 1 as authorized by Idaho Code § 67- 9225. A roll call vote was taken, and the motion carried 8-0.

IRSA

5. Higher Education Research Council Committee Reappointments - Action Item

BOARD ACTION

M/S (Roach / Hill) I move to reappoint Heather Messenger and Eileen Barber as non-institutional representatives to the Higher Education Research Council, for a three-year term expiring on June 30, 2026. A roll call vote was taken, and the motion carried 8-0.

PPGA

6. Data Management Council Appointment - Action Item

BOARD ACTION

M/S (Roach / Hill) I move to approve the appointment of Nashea Noble to the Data Management Council as a public postsecondary institution representative commencing immediately and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.

SDE

7. Tuition Waiver Pinecrest Academy of Lewiston - Action Item

BOARD ACTION

M/S (Roach / Hill) I move to approve the request by Pinecrest Academy of Lewiston Charter School No. 618 to waive the tuition rate charge for the child of its principal for the 2023- 2024 through 2026-2027 school years, subject to annual review by the Pinecrest Academy of Lewiston Charter School Board. A roll call vote was taken, and the motion carried 8-0.

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

Kurt Liebich asked for unanimous consent to move agenda item #8 - CTE Educator Preparation Update, to the August Board meeting since Dr. Clay Long could not participate in today's meeting. A roll call vote was taken, and the motion carried 8-0.

1. Temp Rule Docket 08-0113-2301 – Opportunity Scholarship - Action Item

Jenn Thompson, Chief Policy and Government Affairs officer reviewed the following with the Board members mentioning a couple of changes that were being asked for.

During the 2023 legislative session, the Idaho Launch Grant Program was created by House Bill 24 and Senate Bill 1167, and codified at Idaho Code § 77-1205. These bills also amended Section 33-4303, Idaho Code, regarding the Idaho Opportunity Scholarship.

It is desired that the Idaho Launch Grant Program and the Opportunity Scholarship share an award notification timeline for initial awards. This will require an amendment to Administrative Code, IDAPA 08.01.13 that changes the initial award deadline from June 1 to December 31 of each year. Additionally, the new legislation removes community colleges from the list of eligible recipients of Opportunity Scholarship funds which will require the removal of a few, now irrelevant, references to community college programs.

BOARD ACTION

M/S (Liebich / Roach) I move to approve the Temporary Rule Docket 08-0113-2301, as presented in Attachment 1, effective July 1, 2023, and expiring upon the legislature adjourning sine die at the conclusion of the 2024 legislative session, contingent on approval to promulgate the temporary rule by the Governor. A roll call vote was taken, and the motion carried 8-0.

There were no comments for questions from the Board.

2. Board Policy IV.B. & IV. D. – Second Reading - Action Item

Ms. Thompson shared that there were no comments or changes from the first reading.

As a review; Section 33-1201, Idaho Code, requires each person “employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered.” Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsement in rule, and by moving these provisions to Board policy, the Board is now able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

The proposed amendments move the existing requirements from Board Policy IV.B., the section of policy specific to the Department of Education, to a new section of Board Policy, Board policy IV.D. The provisions being moved are not specific to the Department of Education. Rather, the provisions pertain to certificate endorsement

requirements and standards approval processes in general. This move will make the endorsement requirements easier to find and search. Only non-substantive changes have been made to the existing language in Board policy IV.B.

BOARD ACTION

M/S (Liebich / Hill) I move to adopt the proposed amendments to Board Policy IV.B., as presented in Attachment 1, and to adopt Board Policy IV.D., as presented in Attachment 2. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

3. Strategic Plans - Action Items

Mr. Liebich shared that the institutions and agencies 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. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular Board meeting in June with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. Board policy I.M. also requires each plan to be submitted in a consistent format.

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform “systemwide” postsecondary performance measures. These systemwide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The systemwide performance measures are required by the Board to be reported consistently across institutions. While each institution is required to include the systemwide performance measures in their strategic plans and performance measures reports, each institution currently sets their own benchmarks. In addition to these systemwide performance measures, systemwide performance measures in the Board’s K-20 Education Strategic Plan that are dependent on data from the postsecondary institutions are required by the Board to be reported consistently between all eight postsecondary institutions.

Board staff has discussed with the Division of Financial Management the requirement that the Special and Health programs also submit strategic plans. At this time, the Division of Financial Management staff have agreed that these plans will not need to be submitted this year. Based on this approval, only the postsecondary institution and agency strategic plans will be brought forward for approval by the Board at the June

2023 Board meeting. The Special Programs and Health Programs have submitted strategic plans to the Board Office, should Board members wish to review them. If they are required to be submitted to the Division of Financial Management this year, Board staff will include delegation of their approval to the Executive Director.

BOARD ACTION

M/S (Liebich / Hill) I move to approve the institution and agency strategic plans as presented in Attachments 3-15. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

4. Request for Extension on Content Standards Review - Action Item

Ms. Thompson shared that per IDAPA 08.02.03.004.01 provides that “individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule.” IDAPA 08.02.03.128.01 provides that “curricular materials are adopted by the State Board of Education for a period of six (6) years” in specified subject areas.

This Board policy also states that the State Department of Education (SDE) is responsible for facilitating a committee review of content standards and for posting the recommendations resulting from that committee work for twenty (20) days prior to submitting materials for Board consideration.

Content standards reviews for Arts and Humanities, Social Studies, and Driver Education were scheduled to be completed by July 6, 2023 (the meeting materials due date for the Board’s August 2023 meeting).

While the SDE has begun the procedures for reviewing these content standards, the required committee work is not yet complete. SDE is requesting an extension of this deadline allowing this work to be completed during the 2023-2024 school year. Doing so would also require that the Board grant a similar extension for the related curricular materials review deadline, allowing that work to be completed during the 2024-2025 school year.

BOARD ACTION

M/S (Liebich / Critchfield) I move to extend the deadline for the State Department of Education to complete its review of Arts and Humanities, Social Studies, and Driver Education content standards to May 8, 2024, and to extend the review of related curricular materials to the 2024-2025 school year. A roll call vote was taken, and the motion carried 8-0.

Board President Dr. Clark asked if this change in deadline would therefore mean that SDE would be combining the regular 2024 items with these from 2023. Superintendent Critchfield said she believed that was the case. She will clarify with her staff and get the Board a clearer answer.

There were no further comments or questions from the Board.

5. Proposed Accreditor for Education Preparation Programs - Action Item

Ms. Thompson said Public Educator Preparation Providers are required by statute to be accredited by State Board approved accreditors. Currently, the Council for the Accreditation of Educator Preparation (CAEP) is the only State Board approved accreditor for Idaho Educator Preparation Providers. By adding the Association for Advancing Quality in Educator Preparation (AAQEP), there would be a second option for accreditation that Idaho Educator Preparation Providers could use.

Association for Advancing Quality in Educator Preparation (AAQEP) was founded in 2017 and has comprehensive standards that examine aspects of completer performance and program practice that distinguish effective programs. The standards are as follows: Standard 1: Candidate/Completer Performance Standard 2: Completer Professional Competence and Growth Standard 3: Quality Program Practices Standard 4: Program Engagement in System Improvement.

Each standard includes six aspects, and each aspect must be directly addressed with evidence in order for the overall standard to be met. Association for Advancing Quality in Educator Preparation (AAQEP) is designed to ensure comparable quality across the many and multiplying preparation pathways that give access to and advancement in the education profession.

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve Association for Advancing Quality in Educator Preparation (AAQEP) as an approved Idaho accreditor for Educator Preparation Providers, 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.

6. CTE First Step Standards and College and Career Pathways PD - Action Item

Tracie Bent, Chief Administrative Officer, Idaho Division of Career Technical Education said, in 2018, the Idaho Legislature expanded career technical education (CTE) to 7th and 8th grade. In response, the Idaho Division of Career Technical Education (Division) launched an initiative, First Steps: Understanding the World of Work through Career Technical Education, to research best practices and develop a CTE-focused, career development program for students in the middle grades. Idaho educators developed the First Steps Standards and piloted them in courses at middle schools in nine school districts between 2019 and 2021. 2,791 students have been educated under these standards.

The Division is bringing forward the existing First Steps standards for the State Board of Education (Board) to take formal action approving the standards and bringing them into compliance with the provisions of Section 33-1614, Idaho Code, that will go into effect on July 1, 2023. Division staff have met with the legislative sponsor of HB 269 (2023) and confirmed the intent of the legislation was to use the “First Step” standards that had been piloted in 2019 and 2021. Approval of the proposed professional development, and authorization to the Division to identify individuals who have already completed the course work in whole or in part, will help school districts in identifying instructional staff who are eligible to teach the course during the 2023-2024 school year. The Division is in the process of developing an aggressive schedule to provide the professional development in an online format with the intent of it not only meeting the professional development requirements in Section 33-1614, Idaho Code, but also being eligible for one of the CTE professional development credits required for CTE instructional staff recertification. The course will be open to both CTE and non-CTE certificated instructors.

BOARD ACTION

M/S (Liebich / Roach) I move to approve the First Steps Standards, developed by the Idaho Division of Career Technical Education, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Roach) I move to approve the First Steps Standards Professional Development Course, developed by the Idaho Division of Career Technical Education, as the professional development course required for staff teaching a career exploration course, as submitted in Attachment 2. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Roach) I move to authorize the Idaho Division of Career Technical Education to evaluate prior course work completed by instructional staff that aligns to the approved course modules and assignment of any remaining modules, as applicable. Instructional staff who complete or have already completed the remaining course models assigned to them shall be identified as having completed the professional development requirement. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked if there was a fee associated with this program. Ms. Bent said no, there was no fee.

There were no further comments or questions from the Board.

7. Board Policy IV.E. – Idaho Division of Career Technical Education – New Chapter and Repeal – First Reading - Action Item

Ms. Bent said Section 33-2205, Idaho Code, requires the Board, as the State Board of Career Technical Education, to appoint a person to serve as an administrator to the State Board of Career Technical Education who will serve as the Administrator of Career Technical Education and authorizes the establishment of the Division of Career Technical Education. Board Policy Section IV. Organization Specific Policies and Procedures, subsection E. Division of Career Technical Education sets out the Board's policies and procedures by which the Division implements and administers the provision of chapter 22, title 33, Idaho Code, and administers the Idaho career technical education system, as defined in Section 33-2202(2), Idaho Code. Through the Governor's Zero-Based Regulations initiative and the direction to move requirements that can be established through Board policy from administrative code to policy, this section of policy has become very long and cumbersome to navigate over the last couple of years. The policy currently contains general delegated authority by the Board to the Division, defined terms used throughout the section, secondary and postsecondary program approval and delivery framework, career technical education program standards, career technical educator certification endorsement requirements, Idaho Agricultural Education Quality Program standards, and provisions governing the Industry Partner Fund.

The proposed amendments would take the current Board approved policy and break it up into four sections: VII.A. General Policies and Definitions, VII.B. Program Standards, VII.C. Certification Standards, VII.D. Miscellaneous Grant Program Standards and Requirements. An additional amendment would update the current program standards with a reference to the First Steps standards being considered by the Board under a separate agenda item and delegation to the Administrator the approval of professional development required in Section 33- 1614, Idaho Code, for instructors of career pathway courses aligned to the First Step standards.

Approval of the proposed amendments would repeal Board Policy Section IV.E. Division of Career Technical Education and establish a new section of Board Policy, Section VII Division of Career Technical Education, with four subsections, subsections VII.A., VII.B., VII.C., and VII.D. allowing the provisions currently contained in the single section to be broken out over three subsections making them easier to navigate and manage.

The proposed amendments would make only one policy change from the current policy requirements. The proposed change would delegate to the Division the responsibility of evaluating and approving instructional staff career pathways professional development.

BOARD ACTION

M/S (Liebich / Roach) I move to repeal Board Policy Section IV.E. Division of Career Technical Education and I move to approve the first reading of Board Policy Section VII. Division of Career Technical Education 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.

8. CTE Educator Preparation Update - Action Item

Moved to the August 2023 Board of Education Meeting.

9. Math Transitions Update - Information Item

Ryan Cantrell, Deputy Superintendent, Idaho State Department of Education, started by stating that the Idaho Math Transitions work has been ongoing in Idaho for several years. It is a collaborative effort between institutions of higher education, the Office of the State Board of Education, the State Department of Education and the Division of Career and Technical Education. The work is focused on creating mathematics course sequences that create an effective transition from high school to college based on students' chosen career interests and post-high school plans. It is also focused on modernizing high school math content to meet the needs of current Idaho industries.

The Idaho Math Transitions Steering Committee provides recommendations for Idaho high schools to create a successful transition in mathematics from high school to college. These recommendations are based on research on college success in mathematics, and data on retention and failure rates of mathematics courses typically taken by freshman at Idaho's colleges and universities.

Recommendations for Idaho high school mathematics programs:

- Encourage all students to complete four years of mathematics courses in high school. Students who complete four years of mathematics in high school are more successful in college mathematics courses than students who do not have four years of mathematics. Math courses taken in high school have a significant effect on whether a student goes to college by age 21. Advanced high school mathematics courses that include statistics and applied mathematics can engage students in a broad understanding of mathematical sciences used in modern industries.
- Students desiring to continue on to college in a Science, Technology, Engineering or Mathematics (STEM) related major should have four years of mathematics courses in high school, including Calculus. Studies show that the most successful college freshman in Calculus courses have taken Calculus both as a high school senior and as a college freshman.
- Align junior and senior year courses to general education mathematics courses offered at all of Idaho's public colleges and universities and in many Idaho high schools as dual credit courses. Juniors and seniors can take any of these courses and complete their college general education math course prior to their freshman year of college with Idaho's Advanced Opportunities program.
- High Schools can create mathematics courses for juniors and seniors centered around college and career pathways.

Dr. David Hill voiced his strong support for this program and agreed that students need to be taught the importance of having at least some mathematical education. He felt the larger question was in how to teach mathematics. Mr. Cantrell said the teaching of mathematics is unique per school and district. SDE works closely with local education agencies to provide professional development and professional training for instructors. Then through the education prep program they train teachers how to teach mathematics.

Mrs. Roach asked if any work was being done in helping students in younger grades to learn mathematics. Mr. Cantrell said yes. SDE is constantly looking at the data being submitted by the schools in their Math IRI scores. They are reaching out to schools whose scores are higher than the average and asking them how they are achieving those scores to perhaps use that model of teaching in other schools around Idaho.

Superintendent Critchfield added that SDE is planning to get the word out to students that certain career fields they might be interested in will require a level of math education they might not be aware of. There is also the issue of retraining the student mindset. Just because they think they are not good at math, doesn't mean they can't succeed in a math course.

Matt Freeman, Executive Director, Idaho State Board of Education, asked if there was a plan to get this math guidance out to all of the Local Education Agency (LEA's) in the state. Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education, said the Board office has been working with not only members of higher education institutions but also with members from the K-12 community to move forward the recommendations from the Math Transitions work group.

There were no further comments or questions from the Board

10. Legislative Ideas - Action Item

Jenn Thompson said the State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board as proposed legislation at a later date for final approval prior to submittal to the legislature for consideration during the 2024 legislative session. Board approved proposed legislation is submitted to DFM and forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

The five proposed Legislative Ideas

1. Optional Retirement Program - Idaho Code 33-107A allows the state board of education to establish an optional retirement program. Currently, new employees of the

Office of the State Board of Education may opt into PERSI only if they are already vested. This has limited the agency's ability to recruit local candidates competitively. The proposed change would provide new employees of the Office of the State Board of Education the opportunity to select either PERSI or an OPR at the time of hire, regardless of whether the employee is already vested in PERSI. This change would provide an additional tool for recruiting highly qualified candidates to state government positions.

2. Rural School Definitions - Idaho Code 33-319, establishes the state definition for rural schools. The current definition is so broad it includes approximately 85% of Idaho's public schools. The proposed legislation would create rural subcategories to allow for a more targeted discussion or distribution of resources to rural school districts or schools. The rural subcategories would be based on distance from urban areas as well as population density and would be categorized as rural fringe, rural distant, and rural remote.

3. Education Data - Idaho Code 33-133, sets out provisions for keeping Idaho student data secure and limiting access to personally identifiable student information. The proposed legislation would clarify reporting requirements on student data use, expand definitions to include educator and student personally identifiable information to assure the protection of educator data and align language with various education record security requirements.

4. CTE Instructor Career Ladder Movement - Idaho Code 33-3729(5) requires postsecondary institutions to report student transfer data to the State Board of Education. While the reporting requirement is important to retain in Idaho Code, the specific data points, which are currently also codified, are better suited to agency policy. Removing these specifics from Idaho Code would allow the agency to make adjustments when necessary as programs or technologies change without needing legislative action.

5. Institution Reporting Requirements - Idaho Code 33-1004B, established Career Ladder as a methodology for calculating salary-based apportionment allocations for instructional staff and pupil service staff. In 2020 (SB1329), Section 33-1004B, Idaho Code, was amended to allow for career technical education instructional staff holding an occupational specialist certificate to be initially placed on the career ladder based on years of experience in a field related to the content area they were teaching in. The intent of the legislation was to provide schools with additional funding to help recruit and retain staff with industry backgrounds teaching in career technical programs. The amendments did not provide any provisions for movement outside of these individuals meeting the established performance criteria. Because the criteria is based on annual classroom performance and student outcomes in three of the previous five years, these individuals could not advance on the career ladder until they had been in the classroom for at least three years. With increased pressure in the educator pipeline and declining retention rates it is not necessary to provide provisions that will allow for these individuals to progress on the career ladder sooner than the current three years. The proposed legislation would establish a shorter timeline for these staff to meet the

existing performance criteria allowing for movement during the three years following initial placement on the career ladder.

BOARD ACTION

M/S (Hill / Siddoway) I move to approve the following legislative idea(s) in substantial conformance to the form provided in Attachment 1: Optional Retirement Program, Rural School Definition, Education Data, CTE Instructor Career Ladder Movement, and Institution Reporting Requirements. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Siddoway) I move to authorize the Executive Director to submit these legislative ideas and additional proposals that may be identified between the June Board meeting and July submittal deadline as necessary through the Governor's legislative process. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

11. Empowering Parents Program Update - Information Item

Mr. Liebich began by reminding the other Board members that nearly 50,000 Idaho students have benefitted from this program. As with any program there is room for improvements and it is important for the Board to understand the data presented and to offer tangible ways to move forward.

Ms. Thompson said as of May 15, 2023:

- 49,429 students received awards
- 37,544 applications were received
- 27,093 or 72% of the applications were funded
- 10,451 applications or 28 percent were not funded or rejected as incomplete or ineligible
- And the total funds awarded thus far is \$49,429,000

The parent advisory panel had its first organizational meeting on June 1, is scheduled to meet next on July 10 and has several other regional meetings scheduled throughout the summer. Pursuant to Idaho Code § 33-1032, a parent advisory panel shall make recommendations to the Board regarding implementation, administration, and improvements to the program and may make recommendations regarding the inclusion of other educational expenses. It is expected that the panel will make recommendations for the Board to consider at its regularly scheduled October Board meeting.

On April 5, 2023, after meeting with the State Division of Purchasing (the administrator of the Odyssey contract) the State Board staff launched a review of purchases made on

the platform that did not appear to qualify as “Eligible Education Expenses” as defined in Idaho Code.

To date, more than 70 percent of the total purchases made through the Marketplace have been reviewed. Eighty percent of the reviewed purchases are purchases that have been approved fall under the statutory definition of eligible education expenses. Seven percent of the reviewed purchases do not appear to meet the definition.

Mrs. Roach asked if the Board will be getting weekly reports on how the program review is progressing. Ms. Thompson said the Board office is instituting a monthly report to Board members. Mrs. Roach asked if a timeline was being developed so that any issues could be addressed prior to the start of the Legislative session. Ms. Thompson said the goal is to have the issues reviewed and fixed well before Legislative session.

Dr. Clark asked if the contractor was going to expand the marketplace options. Ms. Thompson said yes, the Board office and the parent advisory panel are looking at marketplace expansion options.

There were no further comments or questions from the Board.

At this time the Board took a 15-minute break returning at 9:42 a.m. (MT).

STATE DEPARTMENT OF EDUCATION

Board President Dr. Linda Clark asked for unanimous consent to move the Milken Award Winner Presentation to 1:00 p.m. A roll call vote was taken, and the motion carried 8-0.

2. Superintendent’s Update - Information Item

Superintendent Critchfield reviewed a few of the items SDE is working on.

1. Financial Literacy courses are being organized and it is exciting to see how the schools are packaging these courses.
2. Idaho Career Ready students grant - a \$50 million grant received through appropriation this past Legislative session. The first meeting of the Grant Council will be held August 1st, 2023. The application for districts to apply for this grant money is currently being worked on, and the goal is to get money to the districts as quickly as possible.
3. The Parental Bill of Rights Legislation passed the Legislature and SDE has been working with school districts, law enforcement and others to move this legislation forward.
4. Dyslexia Training - SDE has been working since they entered office in addressing this issue. More information on this will be forthcoming.
5. Graduation Requirement recommendations will be coming to the Board next April. As a reminder the state sets the minimum requirements for graduation and

the school districts add the extra requirements. Discussions are ongoing with the hope of bringing new requirements forward to the next Legislative session.

Mrs. Roach asked for an update on the enrollment vs. ADA funding issue. Superintendent Critchfield said a lot of conversation has been taking place with school districts around the state concerning this issue. As the state returns to ADA the talk about school funding is critical. A review of how the districts are funded should mean they will receive more funding using ADA. The goal is to have this funding strategy ready by the time school begins in the fall.

Mr. Liebich asked about the \$100 million appropriated to schools that won't be appropriated due to switching from enrollment to ADA. What legislation should be written to help this money flow to the Public Education Stabilization Fund (PESF) instead of the general fund for the short term. Superintendent Critchfield said if PESF is at cap the remaining money then flows to the Bond Levi Equalization Fund which does benefit the school districts. She also said the \$100 million is a projected number based on attendance which won't be known until December.

Mrs. Roach asked about the school districts and what they thought of Idaho Launch. The Superintendent said in her discussions with the school districts they see that those students who are better prepared, use Idaho Launch well. Not every student knows what career they wish to pursue while still in high school but having the information available about what Idaho Launch can do for them, will help them in the long run.

Board President Clark asked for further information on how the money allocated by the Legislature in funding Career Technical Education courses complements traditional CTE funding as we know it. The Superintendent said this program provides another avenue for rural schools to receive funding and to help students explore other career pathways. This legislation also levels the playing field since smaller rural districts didn't receive money in the federal guidelines for CTE funding.

Mr. Liebich asked if the Superintendent has had time yet to talk to the U.S. Department of Education to see if there is leeway in changing Idaho's graduation requirements. The Superintendent said that discussion will be happening in the near future.

There were no further comments or questions from the Board.

3. Science of Reading/ Literacy Presentation - Information Item

Mr. Cantrell shared the following with the Board. He said the Science of Reading is a methodology in how to teach reading. In the late 1990s, the National Reading Panel produced a 450-page report on 'what works in teaching reading'. What we now know in the field of early literacy as "The Big 5" of reading (Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary) stemmed from the work from the National Reading Panel. More than 20 years later, The Science of Reading continues to promote

the evidence-based practices recommended by the National Reading Panel and the Teaching Reading Sourcebook.

Identifying and adopting strong, research-based reading curricula is a necessary step in ensuring all Idaho students have access to appropriate learning materials.

Ensuring all certified Idaho teachers have been trained in The Science of Reading is an additional necessary step to improving student outcomes in early literacy – our teachers need to know and understand both the art (understanding how to read, interpret and act upon formative assessments) and the science (understanding how the brain learns to read) of teaching early literacy.

The Big 5 of Reading

Phonemic Awareness - The sounds someone hears when they hear words. Can students hear and manipulate the sounds in words.

Phonics - crossing over into the visualization of a word (cat).

Fluency - has three components; Accuracy (reading with few errors), Reading Speed (the rate at which a student reads), Prosody (the skill of reading aloud with proper intonation, phrasing, and expression).

Vocabulary - incredibly important to reading comprehension and often the most difficult to teach.

Comprehension - do students understand what they are reading.

It is the weaving of all of these skills together that makes an efficient reader. This is the mechanics of reading. By the end of the 3rd grade students should be comfortable using all of these skills to read. When a student does not read efficiently the teacher needs to assess which of the Big 5 strands the student is missing, and work with the student on that area to get them reading efficiently.

For students who are not reading at grade level, SDE is working on developing the following;

- Teacher prep programs
- Professional Development courses for teachers
- Promote great curriculum
- Spotlight successful programs and highlight what is working to replicate it around the state
- Facilitate mentorships

Dr. Hill asked how dyslexia fits into this. Mr. Cantrell said in talking to parents of students with dyslexia that many believe that their students were not assessed early enough in the learning process to be diagnosed with dyslexia and to have the appropriate learning take place after diagnosis. Awareness signs go as far back in some students as first and second grade and even kindergarten. Training teachers to see those warning signs as early as possible will go a long way in helping students achieve a reading skill level.

Board President Dr. Clark asked Mr. Cantrell to talk a little about the Professional Learning Community Model since he mentioned it several times in his presentation. Mr. Cantrell said this was the most underutilized and most powerful tool in education to help ensure student achievement. It is a model specific in bringing teachers together and asking the following four questions;

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they don't learn it?
- What will we do if they already know it?

There were no further comments or questions from the Board.

4. Emergency Provisional Certificates - Action Item

Superintendent Critchfield said four (4) complete Emergency Provisional Certificate applications were received by the State Department of Education by April 26, 2023. These applications for the 2022-23 school year were reviewed by the Certification Department of the State Department of Education using the state board approved Emergency Provisional Certificate Application Process. The Emergency Provisional Certificate allows a school district or charter school to request one-year certification/endorsement in an emergency situation for a candidate who does not hold the required Idaho certificate or endorsement to fill a position. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Applications for emergency provisional certificates were received for Erick Cummings, Teresa Lucky, Murray Smith and Henry Hauser.

Superintendent Critchfield went straight to motion.

BOARD ACTIONS

M/S (Critchfield / Roach) I move to approve the requests for an emergency provisional certificate as listed in the attachments. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Recognition of Accreditation Organizations for Purposes of Registration of Postsecondary Educational Institutions - Action Item

Dr. Bliss began the discussion on this item by mentioning that in order to be registered with the Board as required by Section 33-2402, Idaho Code, all postsecondary educational institutions in Idaho must be accredited by accreditation organizations that are recognized by the Board. IDAPA 08.01.11.100 was recently amended to remove

“national” accreditation organizations from the description of accreditation organizations that are recognized by the Board.

Two institutions that have been registered with the Board for many years have accreditors that are no longer recognized by the Board due to this change. These institutions are Eagle Gate College, which is accredited by the Accrediting Bureau of Health Education Schools (ABHES), and Mercy in Action College of Midwifery, which is accredited by the Midwifery Education Accreditation Council (MEAC). To continue operations in Idaho, the institutions’ registration as postsecondary educational institutions must be renewed by June 30, 2023.

IDAPA 08.01.11.100 provides that the Board may recognize accreditation organizations on a case-by-case basis and directs the Chief Academic Officer of the Board to work with the Council on Academic Affairs and Programs (CAAP) to review and evaluate accreditation organizations to inform the Board’s decision.

In order to prevent disruption of operations at Eagle Gate College and Mercy in Action College of Midwifery, the Board is being asked to approve ABHES and MEAC as recognized accrediting organizations, either ongoing or temporarily.

BOARD ACTION

M/S (Roach / Hill) I move to approve Board recognition of the Accrediting Bureau of Health Education Schools and the Midwifery Education Accreditation Council as accreditation organizations for purposes of registration of postsecondary educational institutions through June 30, 2024. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Revised Periodic Performance Review Policy - Action Item

William G. Gilbert, Jr. said recently Idaho State University (ISU) revised ISUPP 4010, Periodic Performance Review of Tenured Faculty. This update aligns ISU policy with Board requirements and streamlines ISU internal processes. This draft is only applicable to tenured faculty, sets parameters for review materials to create institutional consistency, and outlines the establishment of a review committee if requested by a faculty member.

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the Idaho State University Periodic Performance Review Policy. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

2. FY 2024 Operating Budgets - Action Item

Mr. Gilbert shared that pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other funds.

All of the budgets were submitted on time. Approval of the operating budgets establishes agency and institutional fiscal spending plans for FY 2024 and allows the agencies and institutions to continue operations from FY 2023 into FY 2024.

Operating budgets were developed according to legislative appropriations and Board guidelines as applicable. For institutions and agencies, the appropriation includes up to \$1.20 per hour per eligible employee distributed on merit.

BOARD ACTION

M/S (Gilbert / Hill) I move to approve the FY 2024 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, Public Charter Schools Commission, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

3. FY 2025 Line Items - Action Item

Mr. Gilbert started the meeting by saying that at the April meeting, the Board did not provide any guidance for the FY 2025-line items. Subsequently, Board staff did provide guidance to the agencies and institutions for a 3% cap limit less a 1% CEC (salary and fringe) estimate to then determine the remaining for a “capacity improvement enhancement” request.

The Division of Financial Manager (DFM) issued a memo on May 26, 2023 providing guidance for the FY 2025 budget requests. The memo limits FY 2025 ongoing general fund budget requests to no more than 3% above the FY 2024 ongoing general fund appropriation. The 3% must include all maintenance items including CEC, and Enrollment Workload Adjustment (EWA) for the colleges and universities.

The Budget Development Manual (BDM) issued by DFM and the Legislative Services Office has not yet been released. The BDM provides guidance necessary for the agencies and institutions to calculate their maintenance items. The EWA calculation will not be available until early July.

Budget requests must be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2023.

Due to the inability of the agencies and institutions to calculate an accurate amount that could go to line items, staff recommends providing the Executive Director authority to approve the line items that will be included in each agency and institutions' budget request. The agencies and institutions will prioritize each line item so that the selection of the approved line items will be by priority order given the available amount of dollars available. Should the Governor's Office or Legislature request line items above the 3% limit, additional line items would be approved by the Executive Director continuing with the priority order.

BOARD ACTION

M/S (Gilbert / Keough) I move to delegate authority to the Executive Director to approve the agency and institution line items for the FY 2025 budget request, subject to review by the Executive Committee and to authorize the Executive Director to approve the maintenance of current operations and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2023. A roll call vote was taken, and the motion carried 8-0.

Mrs. Keough said she had concerns seeding Board authority to just one person as worded in the presented motion. The motion was therefore reworded.

Mrs. Roach asked why this change was being asked for. Mr. Freeman said the August Board meeting is very late and everything has to be submitted to the Governor's office and the Department of Financial Management by September 1st. The turnaround timeline is very tight.

There were no further comments or questions from the Board.

4. Agency Head Compensation and Chief Executive Officers Contract Terms - Action Items

Mr. Gilbert shared that on April 5, 2023, the Governor's Office issued a Guidance for FY 2024 Change in Director Compensation memo which required directors to complete a FY 2023 Director Performance Evaluation Form and submit it to their Governor's Office liaison to complete a final rating and merit increase recommendation for the Governor. Four key areas were evaluated by the Governor's Office when reviewing performance over the past year:

- Customer Focus
- Promoting Responsible Government
- Professionalism
- Leadership

Pursuant to Board Policy I.E.2.d., the administrator of the Division of Career Technical Education, the administrator of the Division of Vocational Rehabilitation, and the general manager of Idaho Public Television "are evaluated by the Executive Director annually.

Due to the performance review format required by the Governor's Office, the executive director met individually with each respective agency head to review their performance, and then the agency heads submitted their FY 2023 Director Performance Evaluation Form to their respective Governor's Office liaison. The executive director subsequently discussed the agency heads' performance with the Governor's Office liaison.

Contracts for the presidents of Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are established by the State Board of Education pursuant to Board Policy I.E.2.e.i, which provides that "Each chief executive officer's annual compensation shall be set and approved by the Board." Contracts for the presidents were amended to revise the compensation rates approved by the Board at the May 15, 2023 meeting and were also amended to address term and application of the State's Travel Policy.

BOARD ACTION

M/S (Gilbert / Hill) I move to approve an hourly rate increase of between 3% - 5% for Matt Freeman as Executive Director of the State Board of Education, effective on the July 7, 2023 pay date, subject to final approval by the Governor's Office. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an hourly rate of \$65.48 (annual salary of \$136,198.40) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective on the July 7, 2023 pay date. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an hourly rate of \$68.78 (annual salary of \$143,062.40) for Clay Long as Administrator of the Division of Career Technical Education, effective on the July 7, 2023 pay date. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an hourly rate of \$63.65 (annual salary of \$132,392.00) for Jeff Tucker as General Manager of Idaho Public Television, effective on the July 7, 2023 pay date. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an amendment to extend Marlene Tromp's contract as President of Boise State University by one year, and for the parties to

execute the third amendment to her contract. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an amendment to extend Scott Green's contract as President of the University of Idaho for one year, and for the parties to execute the third amendment to his contract. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an amendment for Cynthia Pemberton's contract as President of Lewis-Clark State College for one year, and for the parties to execute the second amendment to her contract. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

5. Amendments to Board Policy V.I. – First Reading - Action Item

Mr. Gilbert, Jr. outlined the changes.

Board Policy V.I. outlines the authority limits for institutions when purchasing real and personal property. Proposed amendments to the policy will include:

- Increase CEO approval limit from \$500,000 to \$1 million;
- Increase Executive Director approval limits from \$500,000 - \$1 million to \$1 - \$2 million;
- Board approval is required for transactions over 2 million. Approval limits for the acquisition or sale of real property also increased:
- Increase CEO approval limit from \$500,000 to \$2 million;
- Increase Executive Director approval from \$500,000 - \$1 million to \$2 - \$5 million;
- Board approval is required for transactions over \$ 5 million.

Approval of the proposed amendments would provide updated guidelines and increase approval limits to higher, more suitable contemporary pricing thresholds. The language was also reorganized in this policy for readability and easier interpretation.

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the first reading of proposed amendments V.I. as provided in Attachments 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

6. Boise State University – Bond Issuance, First Year Residence Housing Project - Action Item

Jo Ellen DiNucci, Vice-President for Finance said Boise State University (BSU) requests the Board's approval to issue tax-exempt general revenue project and refunding bonds in a not to exceed aggregate principal amount of \$78,720,000 pursuant to a Supplemental Resolution.

BSU anticipates the issuance to be less than the requested amount as the estimates include significant bidding contingencies. The bonds will not exceed the total amount of the project cost upon opening and review of the contractor bids.

Lower interest rates on the refunding will result in total, as well as present value, debt service savings. The exact amount of savings will be determined when the bonds are priced. BSU expects debt service on the Series 2023A Bonds will be no more than approximately \$4.0 million per year.

After this issuance, Boise State's debt burden ratio is anticipated to average 4.79% over the next ten years, well below the Board Policy V.F.4.c. limit of 8%. The cash flow models show a break-even project cash flow by fiscal year 2027.

At its regular April 2023 meeting the Board approved the request by Boise State to construct a first-year residence hall, including the project budget, for a cost not to exceed \$70 million. Therefore, Boise State is now seeking Board approval for project financing. As noted above, the total bond issuance would not exceed \$78.72 million: up to \$70 million for the residence hall project and up to \$8.72 million for the refunding of outstanding bond issues.

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by Boise State University to issue tax exempt general revenue bonds; and to find that this project is necessary for the proper operation of Boise State University and is economically feasible.

AND

M/S (Gilbert / Roach) I move to approve a Supplemental Resolution for the Series 2023A Bonds, the title of which is as follows: of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$78,720,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

Roll call vote required.

A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

At this point the board took a 10-minute break returning at 11:17 a.m.

Idaho State University Board of Trustees

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

12. Idaho State University – Information Item

Kevin Satterlee, President, Idaho State University gave the Board members ISU's annual report. Some of the highlights include the following.

1. Freshman/first-year student retention is up 7.5%.
2. Idaho resident student retention rate is up 7%.
3. First-generation student retention rate is up 10%.
4. Historically underserved populations:
 - Hispanic student retention rate is up 13%
 - Black/African American student retention rate is up 16%
 - Native American student retention rate is up 13%
5. ISU is ranked fourth in the nation, based on student surveys, veteran retention, graduation rates, and job placement as a Military Friendly University.
6. ISU placed more student interns with the Idaho National Lab than any other university in the country.
7. ISU proudly claims that 18 of 20 Idaho Hot Jobs are in fields offered at ISU.
8. ISU continues to meet community health needs - ISU teaches 34 of the Department of Labor's 48 health occupations in the U.S. This sector is expected to grow much faster than the average of all occupations.
9. ISU is focusing on creating new certificates to support workforce development.
10. ISU hosted a reformatted Bengal Visit Day (our largest annual student recruitment event) for prospective students. Bengal Visit Day provides an opportunity to showcase the programs and opportunities available at Idaho State. This year attendance increased to a new record of over 1,800 prospective students.
11. ISU received more than \$36 million in external research awards, with 176 active investigators. This represents a 45% increase in awards and 14% increase in the number of active researchers since 2019. These positive trends exemplify Idaho State's classification as a Carnegie Doctoral, High Research Activity University. Last year, ISU students received just over \$1.8 million in externally-sponsored wages and stipends to participate in research and creative scholarship activities.
12. Construction was completed on the Idaho Central Credit Union Bengal Alumni Center.
13. The Holt Arena remodel will be completed prior to the fall football season with new seats, window panels, and ceiling. This upgrade provides a much-needed update to our largest event venue on campus, and in all of eastern Idaho.

14. The Skaggs College of Pharmacy remodel of Leonard Hall has begun with demolition already underway.
15. Phase II of the renovation and rejuvenation of the first floor of the Oboler Library is underway. The goal of the re-envisioning of the first floor of the Library is to create a student-centric gathering and interactive/collaborative learning space that becomes a hub of student life on campus.

ISU's goals for 2023-2024 include.

1. Identify a new budget model system that allows the university to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units.
2. A Program Health and Sustainability assessment model should be aligned with the institutional mission while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources.
3. Focus the mission of Human Resources toward the concept that our people are our biggest resource. Be the conduit, through strategic enhancements of all employee lifecycle elements, to impact positive culture change. This change will focus on: integrating an employee engagement and morale focus in all lifecycle elements, growing a strengths-based organizational development capacity, effectively managing performance, and creating a mission-focused environment where trust, compassion, stability and hope exist for our employees.

President Satterlee then mentioned his impending retirement that will take place on December 31, 2023. He said 30 years working in the state, in various roles, was enough and it was time to do all of the travel he has put off these many years and to enjoy time with his first grandchild, who was born this past spring.

Board President Dr. Linda Clark thanked President Satterlee for his leadership of ISU these last few years and commended him on the significant changes that have happened at ISU under his leadership. She wished him well in his retirement, which is well earned.

Mrs. Roach also thanked President Satterlee for his leadership at ISU and mentioned that he had assembled a magnificent support team to help him during his tenure. Mrs. Roach said that as the co-chair of the committee to find the next ISU President she was committed to finding someone with the same commitment and passion to lead ISU.

Board President Clark reviewed the process moving forward to find the next ISU President. Mrs. Roach and Mrs. Siddoway have been selected as co-chairs of the Committee. Their first task will be to make sure that all of the interested entities will be represented on this committee. The committee will most likely not begin working until fall when everyone will be back on campus. The Board Executive team will be working with the search firm to bring back recommendations to the Board for an interim

President who will start on January 1st, 2024, and serve for one semester while the new President is selected.

There were no further comments or questions from the Board.

Board members William G. Gilbert, Jr. and Kurt Liebich left the meeting at 11:50 a.m. (MT).

At this point the Board took a lunch break returning at 1:00 p.m.

STATE DEPARTMENT OF EDUCATION

1. Milken Educator Award - Information Item

Superintendent Critchfield introduced Idaho's 2023 Milken Educator Award winner, Anna Norviel from White Piece Charter School in Idaho Falls.

The Superintendent mentioned that for 35 years, the Milken Family Foundation has rewarded excellence in education through \$25,000 awards in the form of the Milken Educator Awards. The Milken Educator Awards target early-to-mid career educators.

The Milken Family Foundation has granted more than 2,800 Awards nationally, totaling \$70 million. In addition to the award, Milken Educators are given access to networking and development tools for the remainder of their careers in education. When combined with the award, the Milken Family Foundation estimates more than \$138 million has been devoted to the overall program.

Candidates for the Milken Educator Award are sourced through a confidential selection process and then reviewed by a panel appointed by state departments of education. The panel then makes recommendations for the award to the Milken Family Foundation.

Between 2003 and 2022, 19 Idaho educators have received the Milken Award.

Ms. Norviel then addressed the Board members. She said receiving this award is very humbling. One of the benefits she has already experienced is networking with other award winners who have real passion for their students and in being able to learn from them. Receiving this award has also made her more driven to help her students succeed.

There were no comments or questions from the Board.

IDAHO STATE UNIVERSITY COMMUNITY FORUM – Information Item

1. The following students addressed the Board. They were Michael Lemos, Braxton Simpson, Dylon Baird, Jose Carrillo, Kathryn Mink, Noah Rutherford, Yesenia Rodriguez.

Mrs. Roach asked those students who were from Idaho if they participated in dual

enrollment classes while in high school and how did that impact their decision to come to ISU. One student said he took dual credit courses which he felt were best for him as he intended to attend an Idaho college. One student mentioned it was a great experience in helping him see what college courses might be like before he moved on. That transition was very insightful. Another shared that being able to enroll at ISU as a sophomore instead of a freshman was a major benefit of dual enrollment and she's glad she did it.

Dr. David Hill asked the two students who were from out of state why they chose ISU. One said that while he came from CA most recently he actually went to high school in Aberdeen, Idaho, and he likes the atmosphere in Idaho and that is why he chose ISU. The other student shared a similar experience as she also went to high school in Aberdeen, Idaho and the strong sense of community she felt on the ISU campus brought her to this campus instead of going elsewhere. One student mentioned that as a veteran student he toured several campuses and it was hard to find a good fit, but it was Todd Johnson and all those in the ISU Veterans Services office who made the difference for him.

Superintendent Critchfield asked which one dual credit courses got them most ready for their college experience. The answers ranged from Anatomy 1, Government, Statistics, Calculus, English 101, English 1101, English 102. Dr. Hill asked a follow-up question as to why so many saw English has the most impactful to them. The students answered that it helped them with their foundations of writing which not only helped with writing essays but also in applying for scholarships. The additional English courses also helped to develop their critical thinking skills.

Mrs. Roach asked the students if they used any of the retention services on the campus. The student said that it was their instructors taking a interest in them succeeding that made the difference. One student said she is a first-generation student and she had no foundational awareness of what a major even was and it was the various student programs and outreach from advisors which she feels is helping her to succeed.

Board President Clark asked the students how important the mental health services are to the students. The students said it is very important to those in upper level courses due to the demands on student time.

Board President Clark asked what was the most important factor in success as a college student. The students said having a reliable support system around you was very important. Having a student community is also helpful and ISU has plenty of opportunities for students to engage.

Superintendent Critchfield asked the students about new leadership coming to ISU and what should the Board be concerned with when making the selection for the new ISU President. The students said building on being a part of the community is important. One student mentioned having a more diverse faculty would also be helpful.

Mrs. Roach asked how many students received scholarships and are they comfortable with their debt load. The students said the Opportunity Scholarship is great for Idaho students and many of the students received many scholarships to help with their college debt. For the veteran student, applying for scholarships was harder than for a traditional student and ISU is working on streamlining that process to help more veteran students apply for scholarships.

Mrs. Siddoway asked how many of the students felt prepared for taking math courses once they transitioned from high school to college. One student agreed that he was not adequately prepared for taking college math courses. He only needed one math course and it took him three semesters to pass it. One student said that while he felt very prepared in high school for taking math classes he was not prepared for English courses and he struggled. The students did say math pathways would be helpful for all students.

Board President Clark asked if the students had any questions for the Board. One student asked what the Board was doing to increase funding for higher education. Dr. Clark said universities have very few ways to increase funding for campuses other than increasing tuition, if the funding doesn't come from the state. She mentioned the Opportunity Scholarship program which is freeing up more money to students.

Dr. Hill asked the students with all of the attacks on higher education would the students recommend to their younger siblings to attend college, and was it worth the cost. The student's said they would recommend college because they have more opportunities to advance in their chosen fields; they have career paths not open to their older family members who did not go to college; the college experience also helped with their maturity as an individual.

There were no further comments or questions from the Board.

2. Idaho State University – The following employees addressed the Board. They were Chris Wagner (on campus 20 years), Colden Baxter (on campus 20 years), Alex Bolinger (on campus 11 years), Lisa Wise (on campus 2.5 years), Jared Papa (on campus 15 years), Angie Dangerfield (on campus 8 years), Ryan Lindsay.

Mrs. Roach asked the faculty what qualities they were looking for in their next President. They shared that continued shared governance with faculty would be important. Continuing to impact and have cooperation in the community is also important. Improving the facilities of the campus buildings would also be at the top of their wish list. Continuing to build trust with transparency with faculty and staff will help in building the ISU culture.

Superintendent Critchfield asked how do they help students see the value of getting a higher education degree. One teacher imparted that dynamic capabilities is important

in getting that message across. He shared with his students that many of the careers they might be headed into haven't been invented yet, so having a higher education degree would serve them well. Also mentioned was that students who have a degree can transition to another career easier, because they have a college foundation behind them.

Mrs. Siddoway asked if they were seeing any challenges in working with the students and what those challenges might be. The teachers imparted that they are seeing increased anxiety from students across the board. It was shared that the undergraduates needed more attention to ensure they were getting the best experience during their college years.

Dr. Hill asked about the students who have taken dual credit courses and do the students actually come to college as well prepared as they think they are. It was shared that while it was good that students were taking the initiative in signing up for dual credit courses they are not entering college with a consistent level of knowledge. Dr. Hill asked if dual credit should focus on core courses instead. It was thought that perhaps giving students additional experience in reading, writing and math would be more helpful than allowing such a broad spectrum of courses just to finish their college degree faster.

Dr. Hill asked about the use of zoom or online teaching and how do they think that impacts the students. The teachers imparted that they do believe the two experiences are different but the feedback from the students seems to be same. If online teaching is done well it can be effective. It was also mentioned that not all courses can be taught online because there can be no substitute for laboratory experiences which needs to be hands on.

Dr. Clark asked if the teachers had any questions for the Board. One teacher asked if the Board has conversations about how to counter the narrative in the general public about higher education. Mrs. Roach said more positive stories about what is happening in higher education would be very helpful. The teachers wondered how they could help get those stories out. Board President Clark said the more people telling the positive stories about higher education the easier it will be to get the word out.

There were no further comments or questions from the Board.

INFORMATIONAL SDE

1. Annual Update re. Albion Elementary Hardship Status - Information Item

Board President Dr. Clark referenced the only Information Item. At the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year and required an annual report thereafter. In 2000, the Legislature amended Section 33- 1003(2)(b), Idaho Code, by adding, "An

elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.” Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

There were no comments or questions from the Board.

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

BOARD ACTION

M/S (Critchfield / Hill) I move to adjourn the meeting at 2:17 p.m. (MT). A roll call vote was taken, and the motion carried 6-0. Kurt Liebich and William G. Gilbert, Jr. were absent from voting.