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SUBJECT
President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY
N/A

BACKGROUND
Monthly report given by the President of the President's Council.

ATTACHMENTS
N/A

STAFF COMMENTS AND RECOMMENDATIONS
N/A

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Eastern Idaho Technical College Progress Report

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since EITC has supplied an overview of its status and accomplishments.

DISCUSSION

Bill Robertson, President of EITC, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the institution.

IMPACT

President Robertson's presentation will provide the State Board members and others with current status information about Eastern Idaho Technical College.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Commission for Libraries

BACKGROUND

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply an overview of its status and accomplishments.

DISCUSSION

Ann Joslin, from the Commission for Libraries, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the State library.

IMPACT

Ms. Joslin's presentation will provide the State Board members and others with current status information about the Commission for Libraries.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT
Approval of appointments to the EITC Advisory Council.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-2212, Idaho Code
Idaho State Board of Education Governing Polices and Procedures IV.I.

BACKGROUND
Consistent with Section 33-2212, Idaho Code. The State Board for Professional-Technical Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) nor more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Vocational Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms.

DISCUSSION
A slate of two (2) persons is presented by the current EITC Advisory Council to the State Board of Education in order to fill vacancies created January 1, 2006. The EITC Advisory Council requests the State Board of Education appoint the two (2) recommended persons, bringing the EITC Advisory Council membership to 14. The list of nominees are:

<div align="center">Dr. Mary Girling
Dr. Susan Arnold</div>

Their terms will begin immediately upon State Board of Education ratification and continue through 2008.

The vacancy was advertised in three (3) newspapers during the week of March 2, 2006. We received no applicants for the vacant position. The candidates were chosen by review and vote of the current membership.

IMPACT
This will bring the EITC Advisory Council membership to a total of 14.

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval of Dr. Mary Girling and Dr. Susan Arnold to the EITC Advisory council.

BOARD ACTION
Motion to approve the appointment of Dr. Mary Girling and Dr. Susan Arnold to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2008.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22
VOCATIONAL EDUCATION -- FEDERAL AID
33-2212. CREATION OF ADVISORY COUNCIL -- MEMBERS -- COMPENSATION.
The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional-technical education.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. Organization Specific Polices and Procedures
Subsection: I. Eastern Idaho Technical College   October 2003

I.   Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

1.   EITC Advisory Council

    a.   The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.

    b.   The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.

    c.   Advisory Council Procedures:

      (1)   Incumbent Reappointment.

            In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2.   Open Appointment

    a.   The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.

    b.   Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.

    c.   The EITC Advisory Council will review all applications for the vacant

position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.

d.   The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.

e.   The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.

3.   Policies and Procedures

a.   The EITC Advisory Council will operate under the Professional-Technical Administrators Handbook for Advisory Committees.

b.   The EITC Advisory Council will submit an annual report to the Board through the EITC president. The report will include recommendations for consideration by the Board.

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Dr. Susan B. Arnold
Director of Human Resources and Diversity Programs
Battelle Energy Alliance, LLC.

Dr. Susan Arnold is the current Director of Human Resources and Diversity Programs at the Idaho National Laboratory. Sue's is responsible to lead a new H.R. team that will enhance performance of the INL staff through best-in-class service, innovative solutions and visionary Human Resource & Diversity leadership.

Since 1997 Sue has been a leader in the Human Resources function, specifically being a Director of Human Resources in the private sector, health care, and with government contractors. Sue has led change management efforts on development and implementing HR Systems, policies, procedures and employee relations strategies.

Sue conducts Advance Leadership Studies programs for the International Brotherhood of Electrical Workers (IBEW) at the annual National Training Institute at the University of Tennessee, conducts career planning seminars for local organizations, and has been a program presenter at local and national conferences.

A few of her Professional Certifications are, Senior Professional in Human Resource, Franklin Quest, Executive learning, Herrmann Brain Dominance, Zenger Miller Facilitation, Myers Briggs, Blanchard Situational Leadership and Arbitration and Negotiations.

She holds a Ph.D. in Human Resources Development with research focus in the areas of leadership and change from University of Tennessee, Knoxville, a MEd. Curriculum and Instruction with concentration in Instructional Design and Technology from University of Memphis, and a BS in Education from Framingham State University.

Susan B. Arnold
PhD SPHR

Susan.Arnold@inl.gov
Cell Phone: (208) 351-6894

1978 Scenic Drive
Idaho Falls, ID 83406

CAREER KNOWLEDGE AND SKILLS

- Change Management
- Staffing/Recruiting Techniques
- Training and Development/Facilitation
- Seminar/Workshop Development
- Payroll/benefits administration
- Performance Appraisal/Merit Guidelines
- Rewards and Recognition
- Communications/Public Relations
- Employment Law
- Policy and Procedures
- Strategic Planning
- Professional Development
- Pension/401(K)

- Systems Implementation/Integration
- System Consulting/Design
- Labor Relations/Negotiations
- Workers Compensation/Disability
- EEO/AA/Diversity
- Proposal Development
- Leadership/Management
- Workforce Development
- Budgeting
- DOE HR 350.1/351.1
- TQM/Continuous Improvement
- Employee Assistance
- Reengineering/Outplacement

CAREER EXPERIENCE

Idaho National Laboratory – Battelle Energy Alliance   Idaho Falls, ID   11/09/04-Present

HR & Diversity Director
Provide strategic direction and oversight for all human resources functions and initiatives for the Idaho National Laboratory (INL). Lead the transformation of the human resources and diversity functions, to establish and maintain a work environment that attracts and retains world class talent.   Interface and collaborate with local, state and federal representatives and leadership, DOE Headquarters, and other laboratory senior leadership to leverage partnerships that advance the strategic mission of the INL. Ensure appropriate policies and procedures are developed, implemented, and updated to meet local, state and federal employment laws and regulations. Interface with senior managers, proposal development teams, site administrators, and partnering HR staff to ensure that site and corporate personnel have the appropriate tools to staff, manage performance, and develop human potential within respective organizations. Provide HR support for workforce transition initiatives to include the transition of approximately 3,500 employees, with merger and divestiture activities.

BWXT Services, Inc., Lynchburg, VA   10/27/03-Present

HR Director
Provide strategic direction and oversight for all human resources functions and initiatives for federal contracts in multiple locations throughout the United States. Ensure appropriate policies and procedures are developed, implemented, and updated to meet local, state and federal employment laws and regulations. Interface with senior managers, proposal development teams, site administrators, and partnering HR staff to ensure that site and corporate personnel have the appropriate tools to staff, manage performance, and develop human potential within respective organizations. Led HR components for multiple contract transitions. Extensive Travel

Wackenhut Services, Inc., Oak Ridge, TN   10/01-10/03

HR Director   02/15/03 – 10/27/04
HR Manager   10/01/01 – 02/15/03

Provide oversight and direction for all human resources functions and initiatives for the Oak Ridge, TN contract. Ensure appropriate policies and procedures are developed, implemented and updated to meet local, state and federal employment laws and regulations. Interface with the Department of Energy, site administrators, and local and state agencies to meet performance objectives, plan initiatives, and resolve issues.

Life Care Centers of America. Cleveland, TN   09/30/00 – 09/30/01

Regional Director of Human Resources.
Provide HR consultation services to facilities in NC, SC, VA, TX, and East TN. Developed and implemented HR systems, policies, procedures, and employee relations strategies. Provided guidance on employment law issues, local, state, and federal and initiated strategies to avoid litigation. Worked with EEOC and DOL to resolve employment issues. Extensive Travel.

The ANESIS Group, Knoxville, TN   01/01/99 - 09/30/01

Director of Organizational Development and Human Resources Management
Provide organizational development and human resource consulting services to clients in diversified business enterprises, throughout the state of TN. Conducted human resource and organizational systems assessments, to provide data for systems enhancement and/or design and development. Assisted organizations in the strategic planning process for major organizational change initiatives; i.e., restructuring, mergers, acquisitions, and downsizing. Moderate travel.

Country Home Health and Home Health Care of East TN.   04/01/97 – 12/31/98

Director of Human Resources.
Implemented HR systems for two Home Health Agencies, with offices located throughout the state of TN. Provided administrative oversight for all HR systems and initiatives. Worked closely with the Presidents and CFO in the budgeting and strategic planning processes. Designed and developed implementation guidelines for reorganization and transition to a team based work environment. Provided guidance and assistance to managers and employees in the development of strategies to effectively deal with reorganization, downsizing, and changes in the work environment. Positioned HR to provide support and guidance during agency growth, reorganization, downsizing, and agency closure.   Extensive travel.

ORAU/ ORISE, Oak Ridge, TN.   09/16/88 – 04/01/97

HR Training and Development Project Manager   03/01/92 – 03/31/97
HR Training and Development Specialist   10/ 31/89 - 03/01/92
Identified, designed, developed and delivered systems and training programs, related to and required by the Department of Energy, Occupational Safety and Health Administration, and the organization. Conducted annual training needs assessment and completed annual training plan. Responsible for integration of relevant HR policies and systems into organization-wide training programs and initiatives.

Training and Development Specialist – Training and Management Division   09/16/88 – 10/31/89
Assisted in the development of a computer based payroll training system for the United States Navy. Designed and developed science education training modules for students and teachers at the United States Army, Science Center, at Fort Gordon, Georgia. Moderate travel.

RELATED PROFESSIONAL EXPERIENCE

1995 – 2004   Conduct Advanced Leadership Studies programs for the IBEW at the annual National Training Institute at the University of Tennessee sponsored by the National Joint Apprenticeship Training Committee.
1996 - Present   Conduct career planning seminars for local organizations.
1996 - Present   Program presenter at local and national conferences.

EDUCATION

Ph.D. in Human Resources Development with research focus in the area of leadership and change, University of Tennessee, Knoxville, TN.
MEd. Curriculum and Instruction with concentration in Instructional Design and Technology. University of Memphis, Memphis, TN.
BS in Education, with a concentration in Science and Home Economics. Framingham State University, Framingham, MA.

PROFESSIONAL CERTIFICATIONS

- SPHR – Senior Professional in Human Resources
- Franklin Quest Time Management
- Franklin Quest Planning for Results
- Conceptual Systems, Workteam Advantage
- Executive Learning, Continuous Improvement
- Herrmann Brain Dominance Certification
- Zenger Miller Facilitation
- Myers Briggs Qualification
- Blanchard Situational Leadership
- Arbitration and Negotiation Certificate
- Microsoft Office Suite
- Active Q Clearance

PROFESSIONAL AFFILIATIONS

Governor's Workforce Development Council - Idaho
Society for Human Resources Management
Phi Epsilon Omicron/Beta Pi Chapter - Professional Fraternity

Women's Care Center of Eastern Idaho
Mary E Girling, MD
2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
208-535-4700
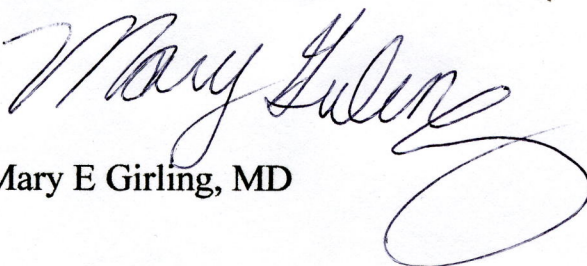
June 15, 2006

Chairman
Eastern Idaho Technical College
Advisory Council
1600 South, 25th East
Idaho Falls, Idaho 83404-5788

To Whom It May Concern:

I would like to be considered appointment to the EITC Advisory Council,
please see my attached resume. I appreciate you consideration and would
like the opportunity to serve on the Advisory Council.

Thank you,

Mary E Girling, MD

Mary E. Girling, MD

2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
(208) 535-4500

Career Objective:	Part Time Practice in General Obstetrics and Gynecology
Work Experience:	Idaho Fall, Idaho
	General Obstetrics and Gynecology
	2002-present
	Lynchburg, Virginia
	Partner, General Obstetrics and Gynecology
	1999-2002
Certification:	Diplomat of the American Board of Obstetrics and Gynecology
	November 9, 2001-December 31, 2007
Education:	<u>Medical College of Virginia</u>, Richmond, VA 1995-1999
	Obstetrics and Gynecology Residency
	Chief Resident 1998-1999
	Richmond Symphony Chorale 1996-1999
	<u>Bowman Gray School of Medicine</u>, Winston-Salem, NC 1991-1995

	Degree:	Doctor of Medicine
	Honors:	Graduated Top Ten Percent of Class
		McMillan Scholarship
		PEO Woman's Regional Scholarship
		Parallel Curriculum 1991-1993

<u>Duke University</u>, Durham, NC 1987-1991

	Degree:	Bachelor of Science of Engineering
	Majors:	Biomedical and Electrical Engineering
	Honors:	Tracy Leonard Scholarship
		Honor's Distinction in Biomedical Engineering
	Activities:	Duke Engineering Planning Board
		Freshman Advisory Counselor
		Delta Gamma Sorority: Rush Party Chair, Music Ritual Officer
		Duke University Chapel Choir
		Duke University Chorale

Research:	<u>Medical College of Virginia</u>, Chief Research and Presentation,
	Steroid Use in Clinical Stabilization of HELLP Syndrome.
	<u>Duke University</u>, Honors Thesis in Biomedical Engineering,
	Computer Modeling of Tropomyosin and Coiled-Coil Proteins
	<u>Duke University</u>, Research Assistant for assembly of cardiac implants,
	Measuring Cardiac Flow Parameters via Peizoelectic Crystals
Licensure:	State of Idaho, State of Virginia
NBME:	Steps I, II, and III
Associations:	ACOG Fellow, #0416847
	Idaho Medical Association
	Lynchburg Academy of Medicine
	Virginia Medical Society
	Ware-Dunn Honorary Society
Honors:	University of Utah, James R. Scott MD Award
Personal:	Married to Phillip Girling, MD for 10 years with 4 children
	Enjoys cooking, pets (3 dogs and 3 cats), piano and choral music

KENHI DREWES

840- 11TH Street
Idaho Falls, ID 83404-5058
(208) 523-8787
dkenhi@ida.net

Tuesday, June 13, 2006

Chairman
Eastern Idaho Technical College Advisory Council
1600 South, 25th East
Idaho Falls, Idaho, 83404-5788

Mr. Chairman;

I would like to recommend Dr. Mary Girling, MD for consideration for appointment to the EITC Advisory Council.
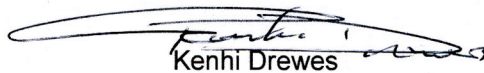
She would bring an increased strength to the college advisory council in the area of medical community representation. As EITC training programs in the medical training area gains in strength, the need for increased medical community presence on the council should be considered.

Her background as an Electrical Engineer, and her transition into the medical field has provided her with significant exposure to a variety of higher education environments. It is felt that while her educational experiences are not specifically in adult basic education or vocational/technical training typical of EITC it certainly has provided her with the appreciation of the need for adult post secondary training and professional development.

As a practicing medical doctor in our community, her day to day interface with persons of all walks of life, all education levels, all economic levels, would bring valuable insight and awareness of our community's needs to the council's table. .

I feel that Doctor Girling would be an asset to the council and feel her résumé should be considered for selection.

Thank you for your attention to this matter.

Kenhi Drewes

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Dr. Susan B. Arnold
Director of Human Resources and Diversity Programs
Battelle Energy Alliance, LLC.

Dr. Susan Arnold is the current Director of Human Resources and Diversity Programs at the Idaho National Laboratory. Sue's is responsible to lead a new H.R. team that will enhance performance of the INL staff through best-in-class service, innovative solutions and visionary Human Resource & Diversity leadership.

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PhD SPHR

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- Workers Compensation/Disability
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- Leadership/Management
- Workforce Development
- Budgeting
- DOE HR 350.1/351.1
- TQM/Continuous Improvement
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- Reengineering/Outplacement

CAREER EXPERIENCE

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1996 - Present   Program presenter at local and national conferences.

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MEd. Curriculum and Instruction with concentration in Instructional Design and Technology. University of Memphis, Memphis, TN.

BS in Education, with a concentration in Science and Home Economics. Framingham State University, Framingham, MA.

PROFESSIONAL CERTIFICATIONS

- SPHR – Senior Professional in Human Resources
- Franklin Quest Time Management
- Franklin Quest Planning for Results
- Conceptual Systems, Workteam Advantage
- Executive Learning, Continuous Improvement
- Herrmann Brain Dominance Certification
- Zenger Miller Facilitation
- Myers Briggs Qualification
- Blanchard Situational Leadership
- Arbitration and Negotiation Certificate
- Microsoft Office Suite
- Active Q Clearance

PROFESSIONAL AFFILIATIONS

Governor's Workforce Development Council - Idaho
Society for Human Resources Management
Phi Epsilon Omicron/Beta Pi Chapter - Professional Fraternity

Women's Care Center of Eastern Idaho
Mary E Girling, MD
2860 Channing Way, Suite 202
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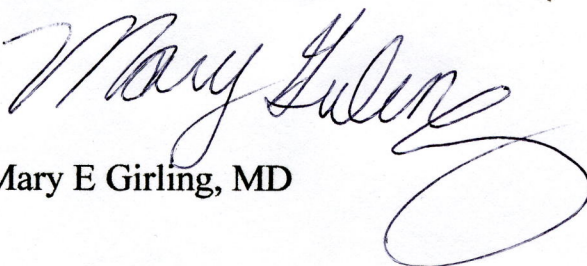**208-535-4700**

June 15, 2006

Chairman
Eastern Idaho Technical College
Advisory Council
1600 South, 25th East
Idaho Falls, Idaho 83404-5788

To Whom It May Concern:

I would like to be considered appointment to the EITC Advisory Council, please see my attached resume. I appreciate you consideration and would like the opportunity to serve on the Advisory Council.

Thank you,

Mary E Girling, MD

Mary E. Girling, MD
2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
(208) 535-4500

Career Objective:	Part Time Practice in General Obstetrics and Gynecology
Work Experience:	Idaho Fall, Idaho
	General Obstetrics and Gynecology
	2002-present
	Lynchburg, Virginia
	Partner, General Obstetrics and Gynecology
	1999-2002

Certification: Diplomat of the American Board of Obstetrics and Gynecology
November 9, 2001-December 31, 2007

Education: Medical College of Virginia, Richmond, VA 1995-1999
Obstetrics and Gynecology Residency
Chief Resident 1998-1999
Richmond Symphony Chorale 1996-1999
Bowman Gray School of Medicine, Winston-Salem, NC 1991-1995

Degree:	Doctor of Medicine
Honors:	Graduated Top Ten Percent of Class
	McMillan Scholarship
	PEO Woman's Regional Scholarship
	Parallel Curriculum 1991-1993

Duke University, Durham, NC 1987-1991

Degree:	Bachelor of Science of Engineering
Majors:	Biomedical and Electrical Engineering
Honors:	Tracy Leonard Scholarship
	Honor's Distinction in Biomedical Engineering
Activities:	Duke Engineering Planning Board
	Freshman Advisory Counselor
	Delta Gamma Sorority: Rush Party Chair, Music Ritual Officer
	Duke University Chapel Choir
	Duke University Chorale

Research: Medical College of Virginia, Chief Research and Presentation,
Steroid Use in Clinical Stabilization of HELLP Syndrome.
Duke University, Honors Thesis in Biomedical Engineering,
Computer Modeling of Tropomyosin and Coiled-Coil Proteins
Duke University, Research Assistant for assembly of cardiac implants,
Measuring Cardiac Flow Parameters via Peizoelectic Crystals

Licensure: State of Idaho, State of Virginia

NBME: Steps I, II, and III

Associations: ACOG Fellow, #0416847
Idaho Medical Association
Lynchburg Academy of Medicine
Virginia Medical Society
Ware-Dunn Honorary Society

Honors: University of Utah, James R. Scott MD Award

Personal: Married to Phillip Girling, MD for 10 years with 4 children
Enjoys cooking, pets (3 dogs and 3 cats), piano and choral music

KENHI DREWES

840- 11TH Street
Idaho Falls, ID 83404-5058
(208) 523-8787
dkenhi@ida.net

Tuesday, June 13, 2006

Chairman
Eastern Idaho Technical College Advisory Council
1600 South, 25th East
Idaho Falls, Idaho, 83404-5788

Mr. Chairman;

I would like to recommend Dr. Mary Girling, MD for consideration for appointment to the EITC Advisory Council.

She would bring an increased strength to the college advisory council in the area of medical community representation. As EITC training programs in the medical training area gains in strength, the need for increased medical community presence on the council should be considered.

Her background as an Electrical Engineer, and her transition into the medical field has provided her with significant exposure to a variety of higher education environments. It is felt that while her educational experiences are not specifically in adult basic education or vocational/technical training typical of EITC it certainly has provided her with the appreciation of the need for adult post secondary training and professional development.

As a practicing medical doctor in our community, her day to day interface with persons of all walks of life, all education levels, all economic levels, would bring valuable insight and awareness of our community's needs to the council's table. .

I feel that Doctor Girling would be an asset to the council and feel her résumé should be considered for selection.

Thank you for your attention to this matter.

Kenhi Drewes

SUBJECT

IDAPA 47.01.02, Rules and Minimum Standards Governing Extended Employment Services.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2211 and 33-2303, Idaho Code

BACKGROUND

The Idaho Division of Vocational Rehabilitation is an agency of the Idaho State Board of Education. In July of 2004 Governor Kempthorne transferred the administration of the long term vocational support services in Idaho from the Department of Health and Welfare to Idaho Division of Vocational Rehabilitation. Legal authority to promulgate rules for the Extended Employment Services were established under House Bill 547 and signed by the Governor on 03/13/06.

DISCUSSION

Attached are the proposed and temporary rules governing Extended Employment Services. IDAPA 47.01.02 establishes provider qualifications, defines eligible clients, and describes the services to be provided.

IMPACT

IDVR does not anticipate any fiscal impact from the approval of these rules. However, the rules will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, information that will assist others in making appropriate referrals, and the authority for IDVR to intervene should providers fail to meet the standards set forth in the rules.

ATTACHMENTS

Attachment 1 – IDAPA 47.01.02   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the temporary and proposed Rules and Minimum Standards Governing Extended Employment Services.

BOARD ACTION

A motion to approve the temporary and proposed Rules and Minimum Standards Governing Extended Employment Services.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 47
TITLE 01
CHAPTER 02

47.01.02, RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES

000.   LEGAL AUTHORITY.
The following rules and minimum standards for extended employment services are made under sections 33-2211 and 33-2303, Idaho Code.   (08-10-06)T

001.   TITLE AND SCOPE.

    01.   Title. These rules govern the Extended Employment Services Program of the Idaho Division of Vocation Rehabilitation (IDVR) and are to be cited as IDAPA 47.01.02, Idaho Division of Vocational Rehabilitation, "Rules and Minimum Standards Governing Extended Employment Services."   (08-10-06)T

    02.   Scope.   In accordance with section 33-2203, Idaho Code, the Extended Employment Services Program of IDVR provides to eligible Clients services that are intended to increase opportunities for such Clients to work in their communities. IDVR will contract with providers that have been certified by IDVR to provide such services, as provided herein.   (08-10-06)T

002.   WRITTEN INTERPRETATIONS.
There are no written interpretations of these rules.   (08-10-06)T

003.   ADMINISTRATIVE APPEALS.
Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Admnistrative Procedure of the Attorney General".   (08-10-06)T

004.   OFFICE INFORMATION

    01.   Office Hours. The IDVR administrative office is open from 8:00 am until 5:00 pm Monday through Friday.   (08-10-06)T

    02.   Mailing address. PO Box 83720, Boise, ID 83720-0096   (08-10-06)T

    03.   Street Address. Len B. Jordan Building, 650 W State Street, Room 150, Boise, Idaho   (08-10-06)T

    04.   Telephone. (208) 334-3390, Fax: (208) 334-5305 TDD: (208) 327-7040
                    (08-10-06)T

    05.   Internet Website. **HTTP://WWW.VR.IDAHO.GOV**

005.   PUBLIC RECORDS ACT COMPLIANCE.
These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter3, Idaho Code.   (08-10-06)T

006. -- 009.   **(RESERVED).**

010.   DEFINITIONS.
For the purpose of the rules contained in this chapter, the following terms and abbreviations are used as herein defined.   (08-10-06)T

      01.   CARF: Means CARF…The Rehabilitation Accreditation Commission, an international accrediting body of employment services providers. The internet website for CARF can be found at http://www.carf.org.   (08-10-06)T

      02.   Client: Means an individual residing in the state of Idaho who has applied for, and who is eligible to receive, Extended Employment Services from IDVR. A Client must be at least eighteen (18) years of age, unless such person is participating as part of a school work transition program, in which case such person must be at least sixteen (16) years of age.   (08-10-06)T

      03.   Certified Extended Employment Services Provider.   Means a community rehabilitation program services provider, sometimes referred to in these rules as a provider, that has been certified by IDVR to provide Extended Employment Services.   (08-10-06)T

      04.   Extended Employment Services: Means long term maintenance services that assist Clients in maintaining employment, or in gaining employment skills in preparation for community employment, or which provide assistance to adult Clients with disabilities within an industrial/business community setting, or a community rehabilitation program intended to maintain paid employment. Such services include individual supported employment, group supported employment, and work services.
                                                                              (08-10-06)T

      05.   Individual Program Plan: Means the plan of Extended Employment Services to be provided to individual Clients.   (08-10-06)T

      06.   IDVR: Means the Idaho Division of Vocational Rehabilitation a state agency under the Idaho State Board of Education with administrative oversight of the Extended Employment Services Program.   (08-10-06)T

      07.   RSAS: Means Rehabilitation Services Accreditation Systems, a national accrediting body of vocational services providers. The internet website for RSAS can be found at http://www.rsasnet.org.   (08-10-06)T

100.   CERTIFICATION OF PROVIDERS.

      01.   Certification Required.   A provider must apply for and receive certification from IDVR, as provided herein, to provide Extended Employment Services

to Clients. Such certification shall be for only the Extended Employment Services Program region in which such provider intends to provide services, and for which approval is granted by IDVR. (08-10-06)T

02. **Application Process.** A provider may apply for certification from IDVR for Extended Employment Services by submitting to the State Administrator for IDVR a formal written request specifying the region in which the provider intends to provide Extended Employment Services. The application must document that there is an unmet need in the particular geographic area the provider intends to serve, and must demonstrate that all of the criteria in subsection 100.04 of these rules has been met. The provider must include verification of current accreditation by CARF or RSAS.
(08-10-06)T

03. **Timeline**. For purposes of these rules, the Extended Employment Services Program fiscal year is June 1 of a given year through May 31 of the next succeeding year. An application for ceritification for a fiscal year must be submitted on or before the first business day of April preceding the fiscal year for which ceritification is sought. A written decision on certification status in regard to such application will be issued by IDVR on or before the first business day of May preceding such fiscal year. If approved by IDVR, certification status for a provider becomes effective on June 1, the first day of such fiscal year. An application that is denied because there has not been demonstrated need for a new or additional provider in an Extended Employment Services region, or because there is insufficient funding to support a new or additional provider in an Extended Employment Services region, may be reconsidered during the course of a fiscal year if there have been significant developments in a region that require IDVR to add a new or additional provider after June 1. In such event, IDVR will give preference to denied applications based on date of application. (08-10-06)T

04. **Criteria**. IDVR will determine to grant or deny certification based on the following criteria: (08-10-06)T

a. The provider must be accredited by CARF or RSAS; (08-10-06)T

b. The provider must meet and maintain all the requirements for provider qualifications, specified in subsection 300 of these rules; (08-10-06)T

c. The IDVR state administrator must determine that there is a need for a new or additional provider in the Extended Employment Services Region to be served, or that a new or additional provider is necessary in an Extended Employment Servies region in order to provide meaningful options for Client informed choice. In determining whether to grant or deny certification, the IDVR state administrator may consider satisfaction of Clients with services provided by current Certified Extended Employment Services Providers in the region; and (08-10-06)T

d. There must be sufficient funding available in IDVR's Extended Employment Services program budget for a new or additional provider in the Extended Employment Services region. (08-10-06)T

05. **Grandfather Provision for Current Providers**. Upon the effective date of adoption of these rules, providers that have been paid by IDVR for Extended Employment Services that were provided to Clients during the month of May, 2006, and which comply in all respects with Section 300 of these rules, shall be grandfathered and deemed to be certified to provide Extended Employment Services in the region(s) in which they have provided services during such month.   (08-10-06)T

06. **Duration**.   Once certified, an Extended Employment Service Provider (including a provider that is grandfathered under subsection 100.04.05 of these rules) retains certified status unless or until the certification is terminated or revoked by IDVR.
(08-10-06)T

200.   EXTENDED EMPLOYMENT SERVICES PROVIDER AGREEMENT

01. **Standard Form**: Prior to providing Extended Employment Services, a Certified Extended Employment Services Provider shall enter into an annual Extended Employment Services Provider Agreement with IDVR which will specify the terms and conditions of the appointment. Such agreement shall be on a standard form approved by IDVR, after consultation with Certified Extended Employment Services Providers. Such agreement shall detail the provider requirements, services, scope of work, other special provisions, and fees.   (08-10-06)T

02. **Annual Agreement**. This agreement must be signed prior to the beginning of the Extended Employment Services fiscal year by an authorized representative of the Certified Extended Employment Services Provider and the IDVR state administrator or a designee.   (08-10-06)T

03. **Subject To Revision**. This agreement shall be entered into annually, and is subject to revision, as may be required by IDVR.   (08-10-06)T

300.   PROVIDER QUALIFICATIONS.
A Certified Extended Employment Services Provider shall meet all of the following requirements: (08-10-06)T

01. **Accreditation**. Receive and Maintain accreditation by CARF or RSAS.
(08-10-06)T

02. **Staff:**   Assure that all its employees and subcontractors providing Extended Employment Services: (08-10-06)T

a. Satisfactorily complete a criminal history background check, to be obtained by the provider;   (08-10-06)T

b. Are not less then twenty-one (21) years of age, or if so, are not less then eighten (18) years of age and have at least two (2) years work experience with people with disabilities;   (08-10-06)T

c. Demonstrate the ability to deliver services as specified in the Individual Program Plan for each Client; and (08-10-06)T

d. Assure that within six (6) months of hire, all direct service employees and subcontractors who provide work services skill training or job coaching have had at least forty (40) hours of training directly related to vocational support for people with disabilities. Training must include all of the following topics: (08-10-06)T

i. Behavior technology, especially positive behavioral support; (08-10-06)T

ii. Instructional techniques; (08-10-06)T

iii. Strategies for dealing with aberrant or maladaptive behavior; (08-10-06)T

iv. Integration/normalization; (08-10-06)T

v. Functional impact of disabilities, particularly developmental disabilities and mental illness; and (08-10-06)T

vi. Strategies for remediation and accommodation. (08-10-06)T

400. TERMINATION OR REVOCATION OF PROVIDER STATUS

IDVR may terminate or revoke the certified status of, and discontinue authorizing or purchasing services from, Certified Extended Employment Services Providers for actions including, but not limited to the following: (08-10-06)T

01. Loss of Accreditation. Failure to maintain accreditation from either CARF or RSAS; (08-10-06)T

02. Out of Compliance. The provider is determined by IDVR to be out of compliance with these rules, the Extended Employment Services Provider Agreement, or the applicable standards of the accrediting agency (either CARF or RSAS); (08-10-06)T

03. Business Practices. The provider is determined to be engaged in business practices that are inconsistent with sound fiscal practice; or (08-10-06)T

04. Client Rights. The provider is determined to be in violation of Client rights. (08-10-06)T

500. EXTENDED EMPLOYMENT SERVICES CLIENTS -- REFERRAL AND ELIGIBILITY

01. Referral. Each applicant to be a Client for Extended Employment Services under these rules will be referred by a Vocational Rehabilitation Counselor, employed by IDVR, who will provide the applicant with information on the services available from Certified Extended Employment Services Providers. (08-10-06)T

02. **Eligibility.** Extended Employment Services specialists at IDVR will assess the eligibility of each applicant for Extended Eligibility Services. Eligible applicants must have a disability that falls into one of four categories described below, and such disability must constitute a barrier to such person maintaining paid employment without long term vocational support: (08-10-06)T

a. Developmental Disabilities **-** Pursuant to section 66-402, Idaho Code, a chronic disability of a person which appears before the age of twenty-two (22) years; and (08-10-06)T

i. Is attributable to impairment, such as mental retardation, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one of those impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments; (08-10-06)T

ii. Results in substantial functional limitations in three (3) or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and (08-10-06)T

iii. Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordination.

(08-10-06)T

b. Mental Illness - A person has been assessed by a qualified professional and been diagnosed under DSM-IV or later editions with schizophrenia, schizoaffective disorder, major affective disorder, delusional disorder or a borderline personality disorder and this psychiatric disorder must be of sufficient severity to cause a disturbance in role performance or coping skills in at least two of these areas on either a continuous or an intermittent (at least once per year) basis: vocational/academic, financial, social/interpersonal, family, basic living skills, housing, community, or health.

(08-10-06)T

c. Specific Learning Disability - A disorder in one or more of the psychological processes involved in understanding, perceiving, or using language or concepts (spoken or written). A disorder which may manifest itself in problems related to speaking, reading, spelling, or mathematical calculations (or to a lesser extent, listening, thinking, or writing), and seriously limit two or more functional capacities (mobility, communication, self-care, self-direction, work tolerance or work skills. (08-10-06)T

d. Traumatic Brain Injury - A traumatically acquired insult to the brain that may cause physical, intellectual, emotional, social, and vocational changes. A closed head injury may be caused by a rapid acceleration/deceleration, as in a motor vehicle accident. An open head injury is visible insult and may be the result of an accident, gun shot wound, or other physical injuries. Immediate effects are loss of consciousness, loss of memory, or change in vision, strength, coordination, or sensory function. Anatomical

abnormalities may be present, such as cerebral hemorrhage or skull fracture. Long term effects may include physical, cognitive, and psycho-social-behavioral-emotional impairments. (08-10-06)T

600. COVERED SERVICES

The Extended Employment Services that may be provided to Clients by Certified Extended Employment Services Providers are described below. These services typically follow the completion of other vocational rehabilitation services, such as vocational evaluation, job site development, and initial training at the job site.(08-10-06)T

01. **Individual Community Supported Employment**. Self employment or paid employment which is: (08-10-06)T

a. For a Client paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain that employment; (08-10-06)T

b. Conducted in a community or industry setting where persons without known paid work supports are employed; and (08-10-06)T

c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation. (08-10-06)T

02. **Group Supported Employment.** Self employment or paid employment which is: (08-10-06)T
a. For a group of no more than eight (8) Clients who are paid not less than minimum wage and who, because of their disability(ies), need ongoing support to maintain that employment; (08-10-06)T

b. Conducted in a variety of community and industry settings where the Clients have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (08-10-06)T

c. Supported by training and supervision needed to maintain that employment; and (08-10-06)T

d. Not conducted in the work services area of an Extended Employment Services Provider. (08-10-06)T

03. **Work Services.** The work services program utilizes individual and group work to assist individuals in understanding the value and demands of work; enhancing positive work attitudes; and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on Certified Extended Employment Services Provider premises. (08-10-06)T

700. EXCLUDED SERVICES

Any other services provided by IDVR that are not described in subsection 600 of these rules shall not constitute Extended Employment Services.   Such excluded services include, but are not limited to, the following: (08-10-06)T

     01.   Vocational evaluation;   (08-10-06)T

     02.   Work adjustment;   (08-10-06)T

     03.   Job site development; or   (08-10-06)T

     04.   Initial training at the job site**.**   (08-10-06)T

 800. SERVICE PROVISION

     01.   **Services on Individual Program Plan**. Extended Employment Services for each individual Client must be based on the Individual Program Plan developed for such Client.   (08-10-06)T

     02.   **Development of Individual Program Plan**. Those involved in developing the Individual Program Plan must include, but are not limited to, the following:(08-10-06)T

     a.   The Client. Efforts must be made to maximize the Client's involvement in the planning process by providing him or her with information and education regarding rights, and available options; and   (08-10-06)T

     b.   The Client's legal guardian, if one has been appointed by the court; and
                                                                                                        (08-10-06)T

     c.   Certified Extended Employment Services Provider program staff, responsible for the implementation of the Individual Program Plan.   (08-10-06)T

     03.   **Submission of the Individual Program Plan.** The Certified Extended Employment Services Provider must submit the Individual Program Plan to an Extended Employment Services Program specialist using the standard format provided or approved by IDVR. The Extended Employment Services Program specialist will either accept the Individual Program Plan as submitted, or may require revisions to the Individual Program Plan before acceptance.   (08-10-06)T

     04.   **Timeline for Submission**. The Individual Progam Plan must be submitted to an Extended Employment Services Program specialist within thirty (30) days from the beginning of the provision of Extended Employment Services. No payment will be made for Extended Employment Services without receipt of the Individual Program Plan covering those Extended Employment Services.   (08-10-06)T

     05.   **Revision.** The certified Extended Employment Services Provider must submit an updated Individual Program Plan for each Client to an Extended Employment Services Program specialist at least annually.   (08-10-06)T

06. **Progress Reports**. The Certified Extended Employment Services Provider must submit a progress report on each Client to an Extended Employment Services Program specialist at six (6) month intervals. A standardized format provided or approved by IDVR must be used. (08-10-06)T

900. PAYMENT FOR SERVICES.

01. **Fee for Service.** The IDVR State Administrator shall set the fees for covered services, after discussion with Certified Extended Employment Services Providers. Such fees shall be set forth in the annual Extended Employment Services Provider Agreement. Such fees shall be reviewed annually, and may be adjusted by IDVR to take effect at the beginning of the fiscal year. (08-10-06)T

02 **Pre-authorization**. All Extended Employment Services must be pre-authorized by an Extended Employment Services Program specialist, and shall be set forth in the Individual Program Plan for each Client. (08-10-06)T

03. **Billing Procedures.** (08-10-06)T

a. Certified Extended Employment Services Providers must submit a monthly billing statement for each Client served, in a format approved by an Extended Employment Services Program specialist and within timelines set forth in the annual Employment Services Provider Agreement. (08-10-06)T

b. Bills may only be submitted for Extended Employment Services that have been identified and accepted by IDVR, as set out in an Individual Program Plan. (08-10-06)T

c. All bills submitted by Certified Extended Employment Services Providers are subject to prepayment and post payment review. Documentation sufficient to support each payment item shall be available for review, and must be maintained for five (5) years from the date of service. The Certified Extended Employment Services Providers must submit copies of the documentation regarding the provision of such services upon written request from an Extended Employment Services Program specialist. (08-10-06)T

04. **Audits.** IDVR may perform audits of billing records and other documentation submitted by Certified Extended Employment Services Providers in order to verify the accuracy of such records. (08-10-06)T

05. **Denial/Revocation of Payment.** IDVR may deny payment, or seek reimbursement or set-off for payments previously made, if the provider is not in compliance with these rules, the signed Employment Services Provider Agreement, or if the provider does not provide the services as set forth in a Client's Individual Program Plan. (08-10-06)T

016.   RECORDS.

   01.   Client Files.   Certified Extended Employment Services Providers shall maintain individual Client files, which must include the following: (08-10-06)T

      a.   Referral information;   (08-10-06)T

      b.   Eligibility;   (08-10-06)T

      c.   Authorization for services;   (08-10-06)T

      d.   Contact information;   (08-10-06)T

      e.   Legal guardianship information;   (08-10-06)T

      f.   Individual Program Plan;   (08-10-06)T

      g.   Progress Reports;   (08-10-06)T

      h.   Documentation of service;   (08-10-06)T

      i.   Satisfaction measures;   (08-10-06)T

      j.   Releases of information; and   (08-10-06)T

      k.   Documentation that updates to Client information were provided to IDVR.
                                                                                                            (08-10-06)T

   02.   Storage.   Files must be maintained for five (5) years from the date of discharge of the Client to whom the file pertains.   (08-10-06)T

TITLE 33
EDUCATION
CHAPTER 22
VOCATIONAL EDUCATION -- FEDERAL AID

33-2211. **POWERS OF STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION.** The state board for professional-technical education shall have the power:

1. To adopt rules for its own government, the government of the Eastern Idaho Technical College and any professional-technical or vocational rehabilitation program, including programs under chapters 22 and 23, title 33, Idaho Code;

2. To employ professional and nonprofessional persons and to prescribe their qualifications;

3. To acquire and hold, and to dispose of, real and personal property, and to construct, repair, remodel and remove buildings;

4. To contract for the acquisition, purchase or repair of buildings, in the manner prescribed for trustees of school districts;

5. To dispose of real and personal property in the manner prescribed for trustees of school districts;

6. To convey and transfer real property of the college upon which no buildings used for instruction are situated, to nonprofit corporations, school districts, community college housing commissions, counties or municipalities, with or without consideration; to rent real or personal property for the use of the college, its students or faculty, for such terms as may be determined by the state board for professional-technical education; and to lease real or personal property of the college not actually in use for instructional purposes on such terms as may be determined by the state board for professional-technical education;

7. To acquire, hold, and dispose of, water rights;

8. To accept grants or gifts of money, materials, or property of any kind from any governmental agency, or from any person, firm, or association, on such terms as may be determined by the grantor;

9. To cooperate with any governmental agency, or any person, firm or association in the conduct of any educational program; to accept grants from any source for the conduct of such program, and to conduct such program on, or off, campus;

10. To employ a president of the college and, with his advice, to appoint such assistants, instructors, specialists and other employees as are required for the operation of the college; to fix salaries and prescribe duties; and to remove the president or other employees in accordance with the policies and rules of the state board of education;

11. With the advice of the president, to prescribe the courses and programs of study, the requirements for admission, the time and standards for completion of such courses and programs, and to grant certificates or associate of applied science degrees for those students entitled thereto;

12. To employ architects or engineers in planning the construction, remodeling or repair of any building or property and, whenever no other agency is designated by law so to do, to let contracts for such construction, remodeling or repair and to supervise the work thereof;

13. To have at all times, general supervision and control of all property, real and personal, appertaining to the college, and to insure the same.

TITLE 33
EDUCATION
CHAPTER 23
VOCATIONAL REHABILITATION --
FEDERAL AID

33-2303. POWERS OF BOARD IN CARRYING OUT PROVISIONS.

(1) The board heretofore designated as the state board for professional-technical education is hereby designated as the state board for the purpose of providing for the vocational rehabilitation of persons with disabilities, other than those who are legally blind, and is empowered and directed to cooperate in the administration of said act of Congress; to prescribe and provide such courses of vocational services as may be necessary for the vocational rehabilitation of persons with disabilities, other than those who are legally blind, and provide for the supervision of such services; to appoint such assistants as may be necessary to administer this act and said act of Congress in this state; to fix the compensation of such assistants and to direct the disbursement and administer the use of all funds provided by the federal government and the state of Idaho for the vocational rehabilitation of such persons.

(2) In order to provide vocational rehabilitation services the board of professional-technical education may enter into, or authorize a state vocational rehabilitation agency over which it has oversight to enter into, agreements with any person, corporation or association, approved by the board of professional-technical education to provide such services.

(3) Any person, corporation or association may make application to the board of professional-technical education for approval and certification to provide vocational rehabilitation services. The board of professional-technical education may either grant or deny certification or revoke certification previously granted after investigation of the applicant, in accordance with standards as set forth in rules promulgated by the board of professional-technical education, and consistent with national accreditation bodies. The board of professional-technical education may authorize a state vocational rehabilitation agency over which it has oversight to provide the approvals or certifications described in this subsection.

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SUBJECT

The University of Idaho requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2006 football season.

REFERENCE

August 12, 2004	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2004 football season.
March 10, 2005	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2005 football season.
March 2005	President White reported that there had been no serious incidences regarding the pre-game service of alcohol, and further noted that the UI created a restaurant-type atmosphere within the secure areas.
August 2005	Following discussion regarding the presence of supervised minors in the alcohol service areas, the Board amended policy Section I.J. to specifically allow for the persons of the lawful age to consume alcohol to be accompanied by youth for whom they are responsible in the secure alcohol service areas, provided the youth remain at all times under the supervision and control of the individual of lawful age.
Fall 2005	This past season, there were no serious issues or concerns related to the service of alcohol at pre-game events. A wristband policy was implemented to better supervise minors in the alcohol service areas.

APPLICABLE STATUTE, RULE, OR POLICY

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

BACKGROUND

The current Board policy provides that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past two football seasons, the Board has granted an exception to the policy under limited circumstances for pre-game events in secure areas.
.
DISCUSSION

The UI seeks permission to set up secure areas prior to each home football game. In the secure areas, patrons may purchase food and beverages (non

alcoholic and alcoholic) from Sodexho, the University's official food service provider. The UI will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game activities under the conditions set out in the motion, which are the same as those set by the Board over the last two years.

In managing its pre-game functions, the UI seeks to provide a safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. All pre-game activities open four hours prior to kickoff, and all activities cease at kickoff. The secure areas where alcohol is available are fenced or cordoned off, or occur within specifically designated rooms.

- "Vandal Game Day" is focused on adult-based activities and targets active alums or Vandal supporters who come to the game to see acquaintances and meet and socialize with other Vandal fans. Individual schools or groups may reserve tents and seating in this area, located on the North Kibbie Field.

- The "Corporate Tent Area" provides an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. This area is located Student Activities Field east of the Kibbie Dome.

- The "President's Circle Pre-Game Function" is provided for invited guests and allows the university leadership to mix with the guests. This area is located on the south side of the Student Activities Field, with the Vandal Athletic Center as a rain out location.

IMPACT

Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the University and are strategic friend- and fund-raising opportunities. In addition, the UI earns commission revenues (20% gross sales) from the sale of food and beverages provided by Sodexho.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the University of Idaho to establish secure areas for the purpose of allowing the above specified pre-game activities (Vandal Game Day, Corporate Tent Area, and President's Circle Pre-Game Function) for the 2006 home football season, such events to be in compliance with Board policy section I.J. and the following conditions:

1. The service area shall be secure, surrounded by a fence to control access to and from the area
2. The pre-game events shall be limited to four hours, ending at kick-off
3. Alcohol making or distributing companies may not sponsor the activities or tents
4. UI shall use a color-coded wrist band or pass admission system to identify attendees and invited guests.
5. UI shall send companies sponsoring a corporate tent a letter outlining the Board alcohol policy and further conditions set by the Board. The letter will state that the minimum drinking age in Idaho is 21 and that at no time may they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. There must be two entry points manned by security personnel for the secure area.
7. Security personnel shall be located throughout the secure service to monitor use of wristbands, patron behavior, and entrance and exit.
8. No person may exit the secure area with alcoholic beverages.
9. Tent sponsors shall insure and indemnify the State of Idaho, the State Board of Education and Board of Regents of the University of Idaho and the University of Idaho for a minimum of $2,000,000, and shall obtain the proper permits and licenses.
10. The area is for sponsors to entertain clients/guests for the fall of 2006 home football games, including the sales and service of alcohol.
11. This exception is only for the 2006 football season; the University shall bring the matter back to the Board after the conclusion of the 2006 football season for reconsideration for 2007.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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SUBJECT
Approval of Institution and Agency Strategic Plans and Agency Profiles.

APPLICABLE STATUTE, RULE, OR POLICY
Section I.M, Idaho State Board of Education Governing Policies and Procedures
Section 67-1903 and 67-1904, Idaho Code

BACKGROUND
Agencies and Institutions are required to annually submit their Strategic Plans to the Board Office for review.

During the 2004 legislative session, the legislature passed amendments to the law concerning strategic planning and performance measures. Those amendments require all agencies to submit updated strategic plans to the Division of Financial Management (DFM) no later than July 1 of each year. Those amendments also require agencies to submit Agency Profiles that contain performance measures and benchmarks to DFM no later than September 1 of each year.

DISCUSSION
The agencies and institutions have submitted strategic plans as required by the law and Board Policy. The plans reflect the goals and objectives currently stated in the State Board of Education Strategic Plan.

The agencies and institutions have also submitted agency profiles that include performance measures and benchmarks as required by law.

As the Board makes amendments to its own Strategic Plan, the agencies and institutions will amend their plans to further reflect the updated goals and objectives of the Board.

IMPACT
If the Board approves the strategic plans and agency profiles as submitted by the institutions and agencies, staff for the Board will submit all the plans to DFM by the required time frames and the agencies and institutions will continue to work on their goals and objectives.

If the Board chooses to make amendments to any of the strategic plans or agency profiles, those institutions or agencies will make amendments as requested by the Board and resubmit their plans/profiles to Board staff for submission to DFM by the required time frames.

STAFF COMMENTS AND RECOMMENDATIONS
Board staff recommends approval of the institution and agency strategic plans and agency profiles as submitted.

BOARD ACTION

A motion to approve the institution and agency strategic plans and agency profiles as submitted:

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 19
STATE PLANNING AND COORDINATION

67-1903. **STRATEGIC PLANNING**. (1) Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be based upon the agency's statutory authority and, at a minimum, shall contain:

      (a)   A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;

      (b)   Goals for the major divisions and core functions of the agency;

      (c)   Objectives and/or tasks that indicate how the goals are to be achieved;

      (d)   Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;

      (e)   Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and

      (f)   An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

      (2)   The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.

      (3)   The strategic plan shall serve as the foundation for developing the annual performance information required by section 67-1904, Idaho Code.

      (4)   When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section 67-1904(7), Idaho Code.

      (5)   Strategic plans are public records and are available to the public as provided in section 9-338, Idaho Code.

67-1904. **PERFORMANCE MEASUREMENT**. (1) Every fiscal year, as part of its budget request, each agency shall prepare an annual performance report. The report shall be comprised of two (2) parts:

      (a)   Part I shall contain basic profile information for the prior four (4) fiscal years including statutory authority, fiscal year revenue and expenditure information and any informative breakdowns such as amounts from different revenue sources, types of expenditures, and data about the number and types of cases managed and/or key services provided to meet agency goals.

(b)   Part II shall contain:

(i)   Not more than ten (10) key quantifiable performance measures, which clearly capture the agency's progress in meeting the goals of its major divisions and core functions stated in the strategic plan required in section 67-1903, Idaho Code. The goal(s) and strategies to which each measure corresponds shall also be provided. More measures may be requested by the germane committee chairs through the process set forth in subsection (7) of this section.

(ii)   Results for each measure for the prior four (4) fiscal years. In situations where past data is not available because a new measure is being used, the report shall indicate the situation.

(iii)   Benchmarks or performance targets for each measure for, at a minimum, the next fiscal year, and for each year of the four (4) years of reported actual results.

(iv)   Explanations, where needed, which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.

(v)   Attestation from the agency director that the data reported has been internally assessed for accuracy, and, to the best of the director's knowledge, is deemed to be accurate.

(2)   Each agency performance report shall be presented in a consistent format, determined by the division of financial management, which allows for easy review and understanding of the information reported.

(3)   Each agency shall review the results of the performance measures compared to benchmarks or performance targets and shall use the information for internal management purposes.

(4)   Each agency shall maintain reports and documentation that support the data reported through the performance measures. This information shall be maintained and kept readily available for each of the four (4) years covered in the most recent performance report.

(5)   The performance report shall be submitted by the agency to the division of financial management and the budget and policy analysis office of the office of legislative services by September 1 of each year. In fiscal year 2006, agencies shall submit part I of the performance report required by subsection (1)(a) of this section no later than November 1, and are exempt from submitting part II of the performance report required by subsection (1)(b) of this section. In accordance with section 67-3507, Idaho Code, agency performance reports shall be published each year as part of the executive budget document.

(6)   The office of budget and policy analysis of the office of legislative services may incorporate all or some of the information submitted under this section in its annual legislative budget book.

(7)   Each agency shall orally present the information from the performance report to its corresponding senate and house of representatives germane committees each year unless a germane committee elects to have an agency present such information every other year. The presentations shall consist of a review of agency performance information and shall provide an opportunity for dialogue between the agency and the committees about the sufficiency and usefulness of the types of

information reported. Following any discussion about the information reported, the germane committees, in accordance with the requirements of this section, may request any changes to be made to the types of information reported. In fiscal year 2006, each agency shall be required only to present part I of the performance report required in subsection (1)(a) of this section and, at a minimum, a progress report on the implementation of part II of the performance report as set forth in subsection (1)(b) of this section.

      (8)   If an agency and its corresponding germane committees determine that it is not feasible to develop a quantifiable measure for a particular goal or strategy, the germane committees may request an alternative form of measurement.

      (9)   The senate and the house of representatives germane committees should attempt to meet jointly to hear and discuss an agency's performance report and achieve consensus regarding the types of measures to be reported.

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TAB	DESCRIPTION	ACTION
A	**STATE BOARD OF EDUCATION**	Motion to Approve
B	**BOISE STATE UNIVERSITY**	Motion to Approve
C	**IDAHO STATE UNIVERSITY**	Motion to Approve
D	**UNIVERSITY OF IDAHO**	Motion to Approve
E	**LEWIS-CLARK STATE COLLEGE**	Motion to Approve
F	**EASTERN IDAHO TECHNICAL COLLEGE**	Motion to Approve
G	**NORTH IDAHO COLLEGE**	Motion to Approve
H	**COLLEGE OF SOUTHERN IDAHO**	Motion to Approve
I	**PROFESSIONAL TECHNICAL EDUCATION**	Motion to Approve
J	**VOCATION REHABILITATION**	Motion to Approve
K	**PUBLIC TELEVISION**	Motion to Approve
L	**SCHOOL FOR THE DEAF AND THE BLIND**	Motion to Approve
M	**COMMISSION FOR LIBRARIES**	Motion to Approve
N	**HISTORICAL SOCIETY**	Motion to Approve

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State Board of Education
DRAFT STRATEGIC PLAN 2007 – 2010

MISSION STATEMENT – *(2 options)*
1) Educate Idaho! 2) Provide a world class education to all Idahoans

VISION
Improve the knowledge, skills and opportunities of all Idahoans by delivering quality, accessible, relevant and efficient education, training, rehabilitation and information/research services.

Quality – Continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement and a well-informed citizenry.

Access – Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.

Relevancy – Ensure services are relevant to the needs of Idaho's citizens, workforce, business, industry and local, state and federal government.

Efficiency – Ensure maximum benefit from education resources through effective and efficient operation and management of the educational system.

ORGANIZATION
The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law."

The State Board is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board is identified in statute as the Trustees of Idaho State University, Lewis-Clark State College, Boise State University and the Idaho School for the Deaf and the Blind as well as the State Board for Professional-Technical Education. *The Idaho public education system*, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools	State Department of Education
Boise State University	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
Lewis-Clark State College	Division of Vocational Rehabilitation
University of Idaho	Idaho Public Broadcasting System
College of Southern Idaho*	Idaho Commission for Libraries**
North Idaho College*	Idaho State Historical Society**
Eastern Idaho Technical College	Museum of Natural History
	School for the Deaf and the Blind
Also have local elected boards	
	**Also have separate oversight boards appointed by the State Board of Education*

Office of the State Board of Education

State Board of Education

Public Charter
School Commission

Management Asst
(Executive Assistant)
(Tracie Bent)

Executive Director
(Dwight Johnson)

Deputy Attorney
General
(Jeff Schrader)

Deputy Attorney
General
(Jennifer Swartz)

Chrtr Schools PM
(T Baysinger)

Deputy Director
(Karen
Echeverria)

Chief Comm
Officer
(Luci Willits)

Chief Elem-Secon
Acad Officer
(Christine Ivie)

Chief Post-Secon
Academic Officer
(Vacant)

Chief Fiscal
Officer
(Jeff Shinn)

HR Generalist
(Becky Henke)

Research & Data
Mgt Analyst
(Vacant)

Assessment
Program Mgr
(Rosemary Abell)

Educator Pol PM
(A McClintick)

Student Affairs
Program Mgr
(Dana Kelly)

Administrative
Specialist
(Patty Sanchez)

Budget Analyst
(S Wakagawa)

Admin Asst 2
(Vacant)

Web Specialist
(Mitzi Matts)

Assmnt &
Compliance Spec
(Rita Foltman)

Fed Progs Mgr
(S DeKlotz)

Financial Analyst
(Scott Christie)

Administrative
Assistant
(Caryl Smith)

LEP Prog Mgr
(W St. Michell)

Financial Tech
(M Carleton)

Blue-filled positions are non-classified; yellow-filled positions are classified positions; gray-filled positions are not OSBE FTP, but provide services to OSBE.

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STATE BOARD FUNCTION AND ROLE
The function and role of the State Board is to coordinate the efforts of the institutions that report to it to assure the accomplishments of its mission, vision and goals. It accomplishes this by:

- o Monitoring and tracking the performance of the education system using national reports and state-by-state statistics and comparisons;
- o Observing trends and establishing system goals (targets) to improve the system;
- o Seeking out best practices in other systems and disseminating them in Idaho;
- o Coordinating the efforts (plans, programs, curricula) of its subordinate institutions;
- o Interacting with regional accreditation bodies to ensure program quality;
- o Informing policy makers on issues and needs of the educational system;
- o Coordinating system-wide planning, programming, budgeting, and assessment efforts; and
- o Assessing its own performance (planning, execution, quality of efforts).

Office of the State Board of Education
Schedule of Dates
For
Strategic Planning, Agency Profiles, and Budget Requests

Due Date	Item	Assignment
April	Board strategic planning session with institution presidents & agency heads	Management
April - May	Institutions and agencies prepare strategic plans	Institutions and Agencies
Mid May	Strategic plans due to OSBE for inclusion in June Board Agenda	Institutions and Agencies
Mid June	Board approves strategic plans and budget guidelines	Board
July 1	OSBE submits all strategic plans to DFM	Management
Early-July	Agency Profiles sent to institutions and agencies	DFM
Mid July	Agency Profiles due to OSBE for inclusion in August Board Agenda Agencies/Institutions submit line items to OSBE Fiscal for inclusion in August Board agenda	Institutions and Agencies
Mid-August	Board approves strategic plans and budget requests	Board
Late-August	All budget documents returned to OSBE for final submission to DFM & LSO (4 Copies)	Institutions and Agencies
September 1	OSBE submits budget requests to DFM & LSO OSBE submits Agency Profiles and Performance Measures to DFM	Fiscal and Management

POST SECONDARY SCHOOLS
Use the data from the Uniform Performance Measures (UPM) currently collected from all universities to measure the following goals and develop trend line data from the last five years to develop benchmarks for the coming five years. *(Note: The current UPMs developed in 2000 will be reviewed during the coming year in developing the 2007-2011 Strategic Plan.)*

Goal/Performance Measure/Benchmark:

	Quality	Access	Relevancy	Efficiency
1. **Improve retention rate of students in college**	X			X

Performance Measure/Benchmark: UPM 4

	Quality	Access	Relevancy	Efficiency
2. **Expand accelerated learning opportunities**		X		X

Performance Measure/Benchmark:
1. *Increase the number of dual enrollment courses and students participating from ___ in 2006 to ____ in 2007(information not available at this time) and 30% in 2010, and;*
2. *Increase the number of students participating in dual enrollment courses from ___ in 2006 to ____ in 2007 (information not available at this time) and 25% in 2010*

	Quality	Access	Relevancy	Efficiency
3. **Improve the quality, quantity and relevance of research**	X		X	

Performance Measure/Benchmark: UPM 10

	Quality	Access	Relevancy	Efficiency
4. **Increase Employer Satisfaction for recent graduates**	X		X	

Performance Measure/Benchmark: UPM 7

	Quality	Access	Relevancy	Efficiency
5. **Have all institutions and programs meet national accreditation and/or industry standards**	X		X	

Performance Measure/Benchmark: UPM 6

	Quality	Access	Relevancy	Efficiency
6. **Increase the number of students attending college**		X		

Performance Measure/Benchmark: UPM 1

	Quality	Access	Relevancy	Efficiency
7. **Increase access to comprehensive Community College services**		X		

Performance Measure/Benchmark: UPM 1, 5

	Quality	Access	Relevancy	Efficiency
8. **Improve Teacher Education**	X		X	

Performance Measure/Benchmark: UPM 7

	Quality	Access	Relevancy	Efficiency
9. **Fulfill specific education needs of Idaho students, communities and businesses to prepare students for a global economy**	X		X	

Performance Measure/Benchmark: UPM 6, 7, 9

Uniform Performance Measures for All Idaho Postsecondary Institutions
(Approved April 2000)

1. Student Applications, Admissions, and Enrollment – Report headcount of first-year students completing application, being admitted and enrolling at the institution. (PSR6.1)
2. Remediation Activity – Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/development activity. (PSR6.2)
3. Student Retention – Report the number from the cohort of new first-year students who enroll for the second year (or reach program completion in a professional technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
4. Graduation Rates – Use the cohort definitions and levels from the IPED-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.
5. Off-Campus Credit Hour Delivery – Report undergraduate, graduate and professional-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use PSR1.7 Report summed by delivery method and level (graduate, undergraduate). Add corresponding data from professional-technical programs.
6. Exam Pass Rates – Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.
7. Employer Satisfaction – Provide a brief summary of employer satisfaction surveys for recent graduates and of the results of the PTE Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.
8. Student Transfer – Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.
9. Outreach and Public Service – Provide a brief summary of institutional outreach and public service programs and an executive assessment of outcomes.
10. Externally Funded Research – Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals in each category.
11. Degrees and Certificates Awarded – Use data from IPEDS Completion Survey to Report subtotals for each certificate or degree level and the institutional total.
12. Collaboration with Other Organizations – Proved a brief summary of collaborative efforts with other organizations (public and private) in support of the institution's mission.

ELEMENTARY & SECONDARY SCHOOL
Note: These goals are the same as the Idaho Department of Educations goals.

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**
Increase academic achievement in all curricular areas and civic, personal and relevant workplace skills.	X		X	

> *Performance Measure:*
> 1. *Increase the number of students completing a challenging curriculum*
>   *Benchmark:*
>   > *Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses from 40% in 2006 to 38% in 2007 and to 30% in 2010.*
>
> *Performance Measure:*
> 2. *Increase the number of 9th graders graduating from high school*
>   *Benchmark: Increase the number of 9th graders graduating from High School from 80% in 2006 to 82% in 2007 and to 85% in 2010*
>
> *Performance Measure:*
> 3. *Increase the number of high school students successfully transitioning to postsecondary education.*
>   *Benchmark: Increase the number of high school graduates going to post secondary education from 32% in 2006 to 34% in 2007 and to 38% in 2010.*
>
> *Performance Measure:*
> 4. *Increase the number of students meeting academic standards.*
>   *Benchmarks:*
>   *- Increase the number of students and schools meeting ISAT proficiency levels from 75% in 2006 to 80% in 2007 and to 100% in 2010.*
>   *- Increase the number of students improving skills under the ISAT growth model from in 2006 45% to 50% in 2007 and to 55% in 2010.*

	Quality	**Access**	**Relevancy**	**Efficiency**
Increase the number of qualified effective educators in Idaho's K-12 schools to meet the hiring needs of school districts.		X		

> *Performance Measures:*
> 5. *Increase the number of teachers engaged in professional development relevant to their teaching assignment.*
>   *Benchmark: Increase the number of teachers engaged in professional development from ___ in 2006 to ___ in 2007 and to ___ in 2010 (information not available at this time)*
>
> *Performance Measure*
> 6. *Increase students in postsecondary teacher training programs*
>   *Benchmark: Increase the number of students in teacher training programs from ___ in 2006 to ___ in 2007 and to ___ in 2010 (information not available at this time)*

	Quality	**Access**	**Relevancy**	**Efficiency**
Increase the quality and accuracy of relevant data collection and reporting for informed decision making.	X		X	

Performance Measure:

7. *Successfully implement a quality, valid assessment system*
   Benchmark: Complete by 2011

Performance Measure:

8. *Increase the employment attainment of Idaho students after secondary and postsecondary education.*
   Benchmark: Develop measures to track employment attainment after high school, and after various levels of post-secondary training and education including non-credit workforce training.

	Quality	**Access**	**Relevancy**	**Efficiency**
Increase the educational capacity to respond effectively and efficiently to the changing needs of public education.	X			X

Performance Measures:

9. *Increase the access and variety of programs and classes to meet state content standards.*
   Benchmark: To be developed

Performance Measures:

10. *Enhance specific techniques of teachers to deliver effective instruction by increasing the number of teachers engaged in reaching academies, math instruction, coaching and other professional development.*
    Benchmark: To be developed

AGENCY GOALS & PERFORMANCE MEASURES

IDAHO DIVISION OF VOCATIONAL REHABILITATION

Goal/Performance Measure/Benchmark:

	Quality	Access	Relevancy	Efficiency

Continually improve the quality of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment.   **[Quality: X]   [Relevancy: X]**

> *Performance Measure: Increase the number of individuals who successfully become employed after receiving VR services. (For FY2006 this objective will not be met as there will be some decline from the previous year, which was the best in agency history.)*
>
> *Benchmark: The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance*

Increase the earnings of individuals who successfully become employed after receiving VR services.   **[Quality: X]   [Relevancy: X]**

> *Benchmark: The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

Ensure That All Eligible Individuals With Disabilities Have Equal Access To Services.   **[Access: X]**

> *Performance Measure: Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.*
>
> *Benchmark: The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

Continually improve the relevance of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment   **[Relevancy: X]**

> *Performance measure: Increase the number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., who successfully become employed after receiving Vocational Rehabilitation services.*
>
> *Benchmark: The number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

IDAHO PUBLIC TV

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**

Direct efforts at continuous   X
improvement in competitiveness,
high achievement, and well
informed citizenry.

> *Performance Measures: Number of awards for IPTV produced media and services.*
> *Benchmark: FY 06 - 60 national and regional awards – FY 07 – 60 national and regional awards.*

Provide all ages and abilities   X
information and services to
develop skills, knowledge, and
social awareness to become
globally competitive workers,
responsible citizens, and life-long learners.

> *Performance: Provide statewide access to IPTV media and services.*
> *Benchmarks: Transmitters/digital ready translators/satellite carriage/web visitors*
>   *(FY 06)*   *10*   */*   *5*   */   6 /*   *1,623,860*
>   *(FY 07 goal)*   *10*   */*   *8*   */   7 /*   *1,700,000*

Ensure information and research   X
available meets the needs of
workforce, business & industry,
and government at all levels.

> *Performance Measure: Number of IPTV channel hours of Idaho specific educational and informational programming.*
> *Benchmarks: 2,162 channel hours (FY 06); 2,500 channel hours (FY 07 goal)*

Ensure maximum benefit   X
derived from resources
invested in operation &
management of education
process state-wide.

> *Performance Measure: Total personnel in content delivery/distribution & administration as compared to peers (statewide public broadcasters, CPB SABS data)*
> *Benchmark: 27.66 FTE personnel (FY 05 IPTV), 50.74 national average*

PROFESSIONAL TECHNICAL EDUCATION

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**
Develop additional PTE capacity at the postsecondary level.	X			

Performance Measure: Availability of professional-technical programs to prepare students for employment, and continuing education and development
Benchmark: Enrollments will increase

	Quality	**Access**	**Relevancy**	**Efficiency**
Support articulation between secondary and postsecondary professional-technical education		X		

Performance Measure: Ensure policies, procedures and curricula allow effective articulation between secondary and postsecondary professional-technical education to support SBOE Policy III, Subsection V., and strengthens a goal of seamless education for Idaho students.
Benchmark: Percent of Tech Prep students will increase

	Quality	**Access**	**Relevancy**	**Efficiency**
Maintain high placement rates			X	

Performance Measure: Number of postsecondary completers who obtain work in their related field
Benchmarks: Overall placement will be at 90 percent or better; training-related and educational placement will be 80% or better

	Quality	**Access**	**Relevancy**	**Efficiency**
Improve the capacity of PTE to support high school reform			X	

Performance Measure: Ability of professional-technical education to support academic achievement standards
Benchmark: Percent of professional-technical education teachers trained in academic integration will increase

IDAHO SCHOOL OF THE DEAF AND BLIND

Goal/Performance Measure/Benchmark:	Quality	Access	Relevancy
Efficiency			

Explore broader avenues for education and training   X

Performance Measure: Incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs state-wide.
Benchmark: Increase the ability for students to have access to these technologies by 15% per year.

Develop programs to assist students in living independently   X   X

Performance Measure:
Expand Independent Living Program // Develop better life long learning habits
Benchmark: Increase to 70% the number of students living independently or at college or training facility

Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved
Internet Access via an "ISDB Virtual Academy" approach   X

Performance Measure: Pursue expansion of outreach programs
Benchmark: Develop legislation for the 2007 session to address service mode delivery.

Establish better ties with nation-wide Deaf & Blind
teacher training programs.   X

Performance Measure: Enhance recruiting/retention of more highly qualified staff members
Benchmarks: Increase by 10% the number of highly qualified staff employed by ISDB

Part 1 – Agency Profile

Agency Overview
The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Core Functions/Idaho Code
1. Section 33-107, Idaho Code. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to: (excerpted sections listed below)

(3) have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;

(5) through its executive departments and offices;

(a) enforce the school laws of the state,

(b) study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional Legislation;

(6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:

(a) maintain a register of postsecondary educational institutions approved to provide programs and courses that led to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code

(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

2. Section 33-118, Idaho Code. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools …

3. The State Board of Education is responsible for general supervision and oversight of the following agencies and institutions:
   a. Boise State University
      a. Small Business Development Center
      b. Idaho Council of Economic Education
      c. Tech Help
   b. Idaho State University
      a. Family Practice Residency
      b. Idaho Dental Education Program
      c. Museum of Natural History
   c. University of Idaho
      a. WOI (WI) (originally Washington-Oregon-Idaho, but now Washington-Idaho) Veterinary Medicine Program
      b. WAMMI - Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program
      c. Forest Utilization Research Program
      d. Idaho Geological Survey

        e.   Agriculture Research and Extension
   d. Lewis-Clark State College
   e. Eastern Idaho Technical College
   f. College of Southern Idaho (limited oversight)
   g. North Idaho College (limited oversight)
   h. State Department of Education (oversight of some programs)
   i. Idaho Education Public Broadcast System
   j. Idaho State School for the Deaf and the Blind
   k. Division of Professional-Technical Education
   l. Division of Vocational Rehabilitation
   m. Idaho State Historical Society (limited oversight)
   n. Idaho State Library (limited oversight)
   o. Other Special Programs
        a. Health Programs, University of Utah
        b. Health Programs, WICHE - Western Interstate Commission for Higher Education
        c. Special Programs, Scholarships and Grants

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$5,247,700	$3,574,300	$4,107,200	$4,609,400
Federal Grant	$373,000	$324,600	$5,230,800	$6,958,200
Misc. Revenue	$1,164,800	$543,100	$133,900	$176,800
Total	**$6,785,500**	**$4,442,000**	**$9,471,900**	**$11,744,400**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$1,170,700	$1,198,900	$1,445,400	$1,589,000
Operating Expenditures	$4,067,800	$3,886,600	$7,924,100	$7,351,500
Capital Outlay	$0	$15,600	$54,700	$18,100
Trustee/Benefit Payments	$36,900	$521,800	$1,204,400	$1,928,700
Total	**$5,275,400**	**$5,622,900**	**$10,628,600**	**$10,8777,300**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Administering the ISAT test	520,000	1,000,000	1,340,000	
Provide governance to agencies and institutions through regular and special meetings of the Board	17	15	15	
Charter School Oversight				
a. schools overseen by districts	15	16	16	17
b. schools overseen by the Public Charter School Commission	0	2	8	11

Performance Highlights

The Board has worked diligently to make Idaho a seamless education system. In the last two years the Board has implemented a series of programs and policies to improve education in Idaho, including:

- Collaboration with higher education to assign statewide missions and create an eight year plan for academic programming;
- Thorough partnership with the legislature, resolution of funding equity;
- Focus on fiscal responsibility by establishing an Audit Committee to ensure institutions are meeting federal and state laws;

- Clarifying institution foundation responsibilities and paying university presidents in state money only versus a combination of foundation and state funds;
- Increased awareness on the need for greater rigor in high school to prepare students for work and post secondary education;
- Promotion of greater access to post secondary education through community colleges, distance education, and dual enrollment of high school students;
- Expansion of the ISAT as a graduation requirement, adding of science, and improvement of test items;
- Expansion of scholarship access through online application and evaluation of Idaho's current scholarship programs.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark	
1. Student retention rates at postsecondary institutions **(from Baccalaureate Institutions only)	55%	Not Available	Not Available	Not Available	2007 2010	65% 75%
2. Graduation rates at postsecondary institutions	32.02%	31.98%	Not Available	Not Available	2007 2010	34% 40%
Degrees Awarded?	9821	8457	Not Available	Not Available	2007 2010	8700 9500
3. Employer satisfaction					Develop a survey to forward to employers	
4. Amount of externally funded research					Information not available at the time of this meeting	
5. Decrease the number of recent high school graduates enrolled in remedial courses in college	Not Available	Not Available	Not Available	40%	2007 2010	28% 30%
6. Increase the percentage of 9th graders graduating from high school	Not Available	Not Available	Not Available	80%	2007 2010	82% 85%
7. Increase the percentage of high school students attending postsecondary education	Not Available	Not Available	Not Available	32%	2007 2010	34% 38%
8. Increase the number of teachers engaged in professional development related to their teaching emphasis	New	New	New	New	2007 2010	5% 10%

Performance Measure Explanatory Note:

Performance Measure #8: Because this is a new measure, the percentages being identified as benchmarks are the percentages we hope to increase and not the total number of teachers engaged in professional development.

For More Information Contact

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STRATEGIC PLAN

2005-2010

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BOISE STATE UNIVERSITY
STRATEGIC PLAN 2005-2010

Introduction

A present day examination of Boise State University reveals a vibrant picture of a public university with a history of teaching excellence, offering a wide range of degree programs, and serving the citizenry of the state of Idaho. This tradition to strive for excellence is reflected in our vision of becoming a metropolitan research university of distinction.

Boise State's strategic plan defines the path and means to move us from our current state to where we aspire. This journey puts first and foremost the learning environment and our scholarly/creative work to expand the boundaries of knowledge. Our most recent planning process began in early 2005, and initially included over 30 focus groups comprised of more than 600 University faculty, staff and students. Ultimately, a cross section of individuals from our campus community comprised a 40-plus member planning team that drafted the final document, a strategic matrix, providing opportunity for all of our stakeholders to provide input at some point along the way. We are currently in the process of developing performance benchmarks to measure progress toward these goals, which should be completed and in place in Fall 2006.

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VISION STATEMENT

Boise State University strives to be a metropolitan research university of distinction.

- A University where **public engagement** links the University's academic mission with its community partners to address issues of mutual benefit.

- A University of **academic excellence** with high-quality, student-focused programs that integrate theory and practice, engage students in community based learning, and that are informed by meaningful assessment. .

- A University with a **vibrant culture** that embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship.

- A University of **exceptional research** defined by progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally and globally.

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MISSION STATEMENT

As provided by the State Board of Education, Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education, and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Alignment with SBOE Goals & Objectives	BOISE STATE UNIVERSITY GOALS & OBJECTIVES*	Anticipated Completion Date
	I. Develop network and outreach opportunities with the community	
I.5, II.7, III.3, IV.10	A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching.	
II.7, III.7, IV.10	B. Promote and reward research in and with the community.	
II.3, II.4, II.6, II.7, III.3, IV.7	C. Create a community college	
II.7, III.2, III.3, III.5	D. Align educational offerings with economic development needs and incorporate employers' input into curriculum design.	
II.7, III.2, III.3	E. Promote collaboration and sharing of information between campus and the community.	
	II. Respond to the educational needs of the region	
II.3, II.4, II.6, II.7, III.3, IV.7	A. Create a community college	
II.7, III.2, III.3, III.5	B. Align educational offerings with economic development needs and incorporate employers' input into curriculum design.	
II.3, II.7, IV.10	C. Offer flexible course delivery options	

	III. **Provide development opportunities for faculty to integrate research and teaching**	
I.5, II.7, III.3, IV.10	A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching.	
I.7, I.8, I.9	B. Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.	
I.7, I.8, I.9	C. Develop flexible workload policies for faculty.	
II.7, III.7, IV.10	D. Promote and reward research in and with the community.	
II.7, III.2, III.3, III.5	E. Align educational offerings with economic development needs and incorporate employers' input into curriculum design.	
II.2	F. Facilitate faculty collaborations across departments and colleges.	
II.7, III.2, III.3	G. Promote collaboration and sharing of information between campus and the community.	
IV.5	H. Secure funds for sponsored research activity.	
	IV. **Build and maintain facilities to support programs and create an attractive and accessible environment**	
II.3, II.4, II.6, II.7, III.3, IV.7	A. Create a community college.	
I.7, IV.7	B. Build residential communities for students, faculty and staff.	
IV.5	C. Secure funds for sponsored research activity.	
II.6, IV.5	D. Build and sustain a comprehensive advancement/fundraising program.	
I.10, IV.8	E. Implement the campus master plan.	

	V. Promote diverse communities that foster faculty, staff, and student interaction	
I.7, II.4, IV.7	A. Implement Freshman Success Task Force Action Plan	
II.4, II.7, IV.10	B. Create active learning opportunities in-class and out-of-class	
I.7, IV.7	C. Build residential communities for students, faculty and staff	
II.2	D. Facilitate faculty collaborations across departments and colleges	
II.7, III.2, III.3, III.6	E. Schedule, promote, and facilitate involvement in cultural and intellectual events	
I.5, II.7, III.2	F. Develop and promote programs to internationalize campus	
I.10, IV.8	G. Implement the campus master plan	
	VI. Recruit and retain an academically prepared and diverse student body	
I.5, II.7, III.3, IV.10	A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching.	
II.2, II.3, II.6	B. Expand student recruitment efforts	
II.6, IV.5	C. Create additional opportunities for student financial assistance	
I.7, II.4, IV.7	D. Implement the Freshman Success Task Force Action Plan	
II.4, II.7, IV.10	E. Create active learning opportunities in-class and out-of-class	
II.3, II.4, II.6, II.7, III.3, IV.7	F. Create a community college	
II.3, II.7, IV.10	G. Offer flexible course delivery options	
I.7, IV.7	H. Build residential communities for students, faculty and staff	
II.7, III.2, III.3, III.6	I. Schedule, promote, and facilitate involvement in cultural and intellectual events	
I.5, II.7, III.2	J. Develop and promote programs to internationalize campus	
IV.5, III.6	K. Promote to the State the value of investing in higher education	
IV.5	L. Secure funds for sponsored research activity	
I.10, IV.8	M. Implement the campus master plan	

	VII. Recruit and retain faculty and staff to support the vision	
I.5, II.7, III.3, IV.10	A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching.	
I.7, I.8, I.9	B. Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.	
I.7, I.8, I.9	C. Develop flexible workload policies for faculty.	
II.7, III.7, IV.10	D. Promote and reward research in and with the community.	
II.2	E. Facilitate faculty collaborations across departments and colleges	
I.7, I.8, I.9	F. Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university	
II.7, III.2, III.3, III.6	G. Schedule, promote, and facilitate involvement in cultural and intellectual events	
I.5, II.7, III.2	H. Develop and promote programs to internationalize campus	
IV.5, III.6	I. Promote to the State the value of investing in higher education	
IV.5	J. Secure funds for sponsored research activity	
II.6, IV.5	K. Build and sustain a comprehensive advancement/fundraising program	
I.10, IV.8	L. Implement the campus master plan	
	VIII. Provide student-centered services	
I.7, II.4, IV.7	A. Implement the Freshman Success Task Force Action Plan	
II.4, II.7, IV.10	B. Create active learning opportunities in-class and out-of-class	
II.3, II.7, IV.10	C. Offer flexible course delivery options	
I.7, IV.7	D. Build residential communities for students, faculty and staff	
II.7, III.2, III.3, III.6	E. Schedule, promote, and facilitate involvement in cultural and intellectual events	

	IX. Create an organization that is responsive to change
I.7, I.8, I.9	A. Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.
I.7, I.8, I.9	B. Develop flexible workload policies for faculty.
II.3, II.4, II.6, II.7, III.3, IV.7	C. Create a community college
	X. Obtain fiscal resources necessary to support the vision
I.5, II.7, III.3, IV.10	A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching.
II.6, IV.5	B. Create additional opportunities for student financial assistance
II.3, II.4, II.6, II.7, III.3, IV.7	C. Create a community college
II.7, III.2, III.3, III.5,	D. Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
I.7, I.8, I.9	E. Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
IV.5	F. Secure funds for sponsored research activity
II.6, IV.5	G. Build and sustain a comprehensive advancement/fundraising program

*Objectives support multiple goals

Boise State University
Strategy Matrix

These guiding strategies reflect routes by which Boise State University will achieve its goals.

METROPOLITAN RESEARCH UNIVERSITY OF DISTINCTION

GOALS

STRATEGIES	(1) Develop network and outreach opportunities with the community	(2) Respond to the educational needs of the region	(3) Provide development opportunities for faculty to integrate research and teaching	(4) Build and maintain facilities to support programs and create an attractive and accessible environment	(5) Promote diverse communities that foster faculty, staff, and student interaction	(6) Recruit and retain an academically-prepared and diverse student body	(7) Recruit and retain faculty and staff to support the vision	(8) Provide student-centered services	(9) Create an organization that is responsive to change	(10) Obtain fiscal resources necessary to support the vision
(a) Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching	●		●			●	●			●
(b) Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching			●				●		●	
(c) Develop flexible workload policies for faculty			●				●		●	
(d) Promote and reward research in and with the community	●		●				●			
(e) Expand student recruitment efforts						●				
(f) Create additional opportunities for student financial assistance						●				●
(g) Implement Freshman Success Task Force Action Plan					●	●		●		
(h) Create active learning opportunities in-class and out-of-class					●	●		●		
(i) Create a community college	●	●		●		●			●	●
(j) Align educational offerings with economic development needs and incorporate employers' input into curriculum design	●	●	●							
(k) Offer flexible course delivery options		●				●		●		
(l) Build residential communities for students, faculty, and staff				●	●	●		●		
(m) Facilitate faculty collaborations across departments and colleges			●		●		●			
(n) Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university							●			●
(o) Schedule, promote, and facilitate involvement in cultural and intellectual events					●	●	●	●		
(p) Promote collaboration and sharing of information between campus and the community	●		●							
(q) Develop and promote programs to internationalize the campus					●	●	●			
(r) Promote to the State the value of investing in higher education						●	●			
(s) Secure funds for sponsored research activity			●	●			●			●
(t) Build and sustain a comprehensive advancement/fundraising program				●						●
(u) Implement the campus master plan				●	●		●			

Strategies support multiple goals; ■ illustrate examples   Numbers and letters do not signify priority ranking

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Part 1 – Agency Profile

Agency Overview

Boise State University is Idaho's largest institution of higher learning, serving nearly 18,600 students, and the state's only metropolitan university, located in the state's population center and capital city, and the governmental and commercial heart of the Gem State. In 2007, Boise State will celebrate its 75th anniversary.

Boise State has long been heralded as an institution devoted to classroom teaching. As the Treasure Valley economy has changed into a dynamic marketplace of ideas and products, especially with its highly sophisticated technology sector, and as the city has become a major metropolitan region, the city's university is making the transition to a metropolitan research university. While maintaining a strong focus on teaching, the university is adding focus on research to serve the growing economic needs of Idaho.

In addition to its main campus less than one mile from downtown Boise, the university operates education centers in Canyon County, Mountain Home Air Force Base, Gowen Field and Twin Falls. A new branch campus — Boise State-West in Canyon County — offers a number of courses and program options, and is currently being planned to concentrate and expand future offerings to focus on community college related services.

The university also delivers classes via the Internet, compressed video, microwave, cable, computer conferencing and radio. The university has an extensive evening program at both the undergraduate and graduate levels, and the summer session is the state's largest.

The University consists of eight colleges. We employ over 2,200 total employees, including 570 full-time faculty members, 440 part-time and adjunct faculty, and 1,250 individuals in support positions. Degrees and certificates are offered in more than 200 programs, including 55 masters and three doctoral programs. The University is fully accredited by the Northwest Commission on Colleges and Universities and is a member of the Western Athletic Conference. Through all of its programs, Boise State University is fulfilling its commitment to the citizens of Idaho by providing quality teaching, research and public service.

Boise State University is governed by the State Board of Education, which is statutorily designated as the Board of Trustees for Boise State University. The Board has appointed Dr. Robert Kustra to serve as President.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses…" In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures:

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund - 0001	$65,322,601	$67,879,700	$69,561,000	$72,111,400
Misc. Student Fees - 0650	12,413,404	15,230,494	18,299,228	61,099,864
Matriculation Fees - 0660	27,223,599	33,404,223	36,581,060	
27th Payroll - 0150				1,228,000
Carryforward of prior year student fees plus non-cog funds included above				
Total	**$104,959,604**	**$116,514,417**	**$124,441,288**	**$134,439,264**
Expenditure	FY 2003	FY 2004	FY 2005	FY 2006
Personnel Costs	$72,752,460	$76,369,600	$82,439,084	$89,354,642
Operating Expenditures	14,947,200	15,377,800	19,667,959	19,163,258
Capital Outlay	3,405,272	9,094,600	5,732,013	11,955,834
Trustee/Benefit Payments	0	0	0	0
Total	**$91,104,932**	**$100,842,000**	**$107,839,056**	**$120,473,734**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Student Headcount (Fall)	17,688	18,431	18,418	18,650
Student FTE (Fall)	12,749	13,502	13,620	13,563
Degrees Awarded	2,465	2,668	2,850	2,863
Research Expenditures	$4,788,700	$8,437,700	$8,866,700	$11,655,200
Undergraduate Student Tuition & Fees	$2,984	$3,251	$3,529	$3,872

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
Extramural Funding (federal, state and private grants and contracts)	$37,292,311	$37,877,284	$38,515,487	**	$45,000,000
Average GPA of incoming Freshmen	3.14	3.2	3.33	3.26	3.5
First Year Retention Rate / 6 year graduation rate	57 / 26	60 / 29	63 / 25	63 / 28	75 / 50
Budgeted faculty FTE to student FTE	24.13	25.13	24.38	24.21	19.1
Square footage of general education space by student FTE	81	76.5	84.2	82.8	100

Performance Measure Explanatory Note:

Performance measure data reported by academic year, i.e., 2006 = academic year 2005/2006.

** 2006 extramural funding will be available upon completion of the year-end closing process in Mid-August. The amount will be provided at that time.

For More Information Contact

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Idaho State University STRATEGIC PLAN

2004-2009

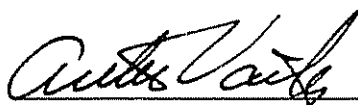Executive Summary

Idaho State University

Strategic Plan Executive Summary 2004-2009

The Idaho State Board of Education's 2000-2005 Statewide Strategic Plan provides direction for postsecondary programs throughout the state. The SBOE plan consists of four goals, forty-six objectives, and eleven performance measures. Building on this, the Idaho State University (ISU) 2000-2005 Strategic Plan added six complementary, institution-specific goals with associated objectives and measures. While retaining the basic structure of the 2000-2005 plan, the full 2004 revision of ISU's plan updates report figures and institutional vision, reflecting the context of the previous two years' budget constraints. We note the increased use of new, sometimes ad hoc administrative structures by the institution to handle additional duties and work flow. Those entities often include participation by other external agencies or institutions (Institute for Nuclear Science and Engineering, Institute for Emergency Management Training, Idaho Center for Disability Evaluation and Research, etc.) and are signs of institutional responsiveness to state and national needs. Idaho State University's strategic goals and objectives are ongoing and direct the institution's course over an extended period of time. Hence this executive summary does not include completion dates.

Statewide and institution-specific goals are accompanied by a suite of objectives and measures that serve to direct the institution and document its progress toward achieving those goals. Strategic planning at Idaho State University is ongoing, focused, and practical. It is done both as a tool of internal management and in response to external requests. Past ISU Strategic Plans have reflected new challenges, evolving demographics, a growing vision, and cutting edge solutions. Because planning is ongoing and dynamic, ISU's Strategic Plan represents the institution's goals and objectives at one point in time.

This 2004-2009 Strategic Plan Executive Summary is based upon ISU's full strategic plan. It highlights ISU's Mission and Vision and displays the alignment of ISU's goals and objectives with those of the State Board of Education.

ISU's full Strategic Plan may be found at: www.isu.edu/acadaff/PLANNING/stratplan.pdf. Dr. Arthur Vailas assumed his role as the new ISU President on July 1, 2006. A major focus for this coming academic year will be the revision of the ISU 2000-2005 Strategic Plan. The revised ISU Strategic Plan will reflect the revised State Board of Education's Strategic Plan once that has been completed.

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Arthur C. Vailas, President

7 / 7 / 06
_____
Date

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VISION

Guided by its mission, Idaho State University is committed to delivering health professions programs throughout the state. ISU also provides an array of other programming in support of its mission. These programs reach from Community College to Doctoral coursework and advanced research. Specific objectives include:

- **Mission and Outreach** – Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho. Examples of such efforts include a major initiative in the Boise area, developments in ISU's Institute for Rural Health and Telehealth project, efforts to produce mental health workers, and a review of our current and potential medical education programs.
- **Enrollment and Quality** – Within the constraints of the current flat and austere budget, the University will continue a course of modest growth (where capacity exists) while increasing the quality of its student body. Rather than close programs, the University has chosen to offer fewer class sections.
- **Growing Sophistication** – Across its program array, the University has been increasing the sophistication of its offerings. By increasing the competitive research dollars received, and enrollment in doctoral programming, the institution will achieve Carnegie classification of Doctoral/Research Universities-Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to build offerings at the baccalaureate and graduate levels. ISU will continue innovative links between its Colleges of Technology and Engineering to create new programming. With the change in mission of the Idaho National Lab to nuclear science, ISU will expand its programming in this area and continue its leadership.
- **Continuing Efficiency** – As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- **New Revenues** – ISU will strive to develop new sources of revenue. This includes the capital campaign, increased efforts in annual fund raising, new initiatives in federal line item appropriations, and the revitalization of summer school and continuing education.
- **Institutional Recognition** – In the new millennium, the University is building on its Centennial Celebration to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research. A recent initiative in integrative marketing will assist this effort.

MISSION STATEMENT

As a regional public Doctoral/Research-Intensive University, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, Idaho State University is the state's lead institution for education in the health professions and related biological and physical sciences. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs and is a Center for the Doctor of Arts degree, designed specifically to prepare college teachers. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

Idaho State University
STRATEGIC PLAN 2004-2009

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Goal II	**Goal 1 ACCESS.** Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.	On-Going Evaluated Annually
SBOE Objectives II.2 II.3 II.4 II.5 II.6 II.7	**Objective 1.1** Maintain and enhance the responsive processes that attract qualified undergraduate and graduate students and that help them meet their educational goals and/or persist to graduation. **Objective 1.2** Maintain and enhance access to academic programs through distance technology. **Objective 1.3** Maintain and enhance student support and academic services.	On-Going Evaluated Annually
SBOE Goal I, II, III, IV	**Goal 2 LEARNING.** Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.	On-Going Evaluated Annually
SBOE Objectives I.5 I.7 II.3 II.4 III.1 III.2 III.3 IV.7 IV.11	**Objective 2.1** Set performance-based standards for student learning and communicate these standards to students. **Objective 2.2** Develop learning environments that allow students of varied ages, abilities, needs, and backgrounds to succeed. **Objective 2.3** Continue collaborative work and partnerships.	On-Going Evaluated Annually

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Goal II, III, IV	**Goal 3 RESEARCH.** Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.	On-Going Evaluated Annually
SBOE Objective II.3 II.7 III.2 III.3 III.5 III.6 IV.5 IV.10	**Objective 3.1** Continue to implement the University's comprehensive research policy, which enhances research quality and instruction and encourages innovation and the use of new technologies. **Objective 3.2** Continue to seek research grants and contracts, particularly in the mission emphasis areas of the health professions and basic sciences/engineering. **Objective 3.3** Increase shared use of research resources. **Objective 3.4** Help faculty increase research productivity.	On-Going Evaluated Annually
SBOE Goal II, III, IV	**Goal 4 SERVICE.** Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.	On-Going Evaluated Annually
SBOE Objective II.2 II.3 II.4 II.5 II.6 II.7 III.2 III.3 III.5 III.6 IV.3 IV.4 IV.7 IV.10 IV.11	**Objective 4.1** Support economic growth within the region through applied research and development activities. **Objective 4.2** Provide professional and personal developmental opportunities for individuals outside typical educational programs. **Objective 4.3** Continue institutional goal of responsiveness by providing citizens of the region and state access to university programs providing direct services as part of the educational process. **Objective 4.4** Provide community access to cultural enrichment through programs sponsored by the University and the use of University facilities. **Objective 4.5** Support regional organizations and institutions, particularly those involved in education.	On-Going Evaluated Annually

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Goal I, IV	**Goal 5 FACULTY.** Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.	On-Going Evaluated Annually
SBOE Objectives I.7 I.8 I.9 IV.10	**Objective 5.1** Continue to recruit a high quality faculty. **Objective 5.2** Continue to improve retention of high quality faculty by supporting personal and professional growth.	On-Going Evaluated Annually
SBOE Goal I, III, IV	**Goal 6 SUPPORT.** Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment.	On-Going Evaluated Annually
SBOE Objective I.8 III.1 IV.1 IV.5 IV.8 IV.10 IV.11	**Objective 6.1** Develop and maintain effective leaders. **Objective 6.2** Develop and encourage the use of information and communication resources. **Objective 6.3** Ensure that the University effectively and efficiently manages its resources in pursuit of its mission while maintaining program quality.	On-Going Evaluated Annually

Part 1 – Agency Profile

Agency Overview
Idaho State University (ISU) is a publicly-supported, research-intensive, doctoral institution of higher education as created under the laws of the state of Idaho, Idaho Statute Title 33, chapter 30, governed by the State Board of Education.

Core Functions/Idaho Code
Idaho State University was established in 1947 as a comprehensive institution providing instruction in undergraduate, professional and graduate education. The State Board of Education has further defined ISU's mission as "…a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs...with primary responsibilities in delivering programs in the health professions and continuing emphasis in business, education, engineering, technical training and basic strengths in the liberal arts and sciences.."   ISU is also responsible for serving the community college and technical education needs of the citizen of southeast Idaho. Additionally, ISU continues its focus on research and graduate studies in on-going support of the educational process.

Revenue and Expenditures:

Revenue		FY 2003	FY 2004	FY 2005	FY 2006 Budget
General Fund	0001	56,384,600	59,034,400	61,409,300	63,034,400
	0481-03	1,085,400	914,600	383,800	
	0481-04	1,838,200	1,597,500	1,497,600	1,602,800
	0650	9,910,500	11,757,000	15,539,100	7,081,200
	0660	17,804,900	20,889,700	22,466,200	25,238,800
	Total	**87,023,600**	**94,193,200**	**101,296,000**	**96,957,200**
Expenditure		**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006 Budget**
Personnel Costs		$64,828,900	$66,822,100	$71,680,400	$77,845,363
Operating Expenditures		$14,255,500	$15,125,300	$16,712,100	$16,108,823
Capital Outlay		$2,707,000	$3,908,800	$3,789,900	$3,003,014
Trustee/Benefit Payments		$0	$0	$0	$0
	Total	**$81,791,400**	**$85,856,200**	**$92,182,400**	**$96,957,200**

(Graphs Revenue and Expenditures)

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006 est
Weighted Credit Hours Produced	586,229	596,018	580,308	Not available
Total Degrees Awarded	2,225	2,235	2,217	2,036
Total Student Enrollment at end of Spring Semesters	14,067	13,591	13,436	12,596

Performance Highlights:
Idaho State University's regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU) was recently reaffirmed January 2005 for an additional ten years. In addition, ISU holds specialized accreditation in thirty academic programs and nineteen College of Technology programs.

In support of ISU's defined mission, programs added since 2002 include Associate degrees in Paramedic Science, Radiographic Science, Respiratory Therapy, Health Physics and Nursing; Bachelor degrees in Health Science, Geomatics, Earth and Environmental Systems and Nuclear Engineering, as well as expanded programs in Geosciences, Exercise Science, Outdoor Education and Elementary Education emphasis areas. Graduate degrees have been added in Counseling, Engineering, Education, Historical Resources Management, Dental

Hygiene, Audiology, and Applied Physics. These programs and degrees continue to support ISU's primary mission in the health professions and continuing emphasis in business, education, engineering, technical training and basic strengths in the liberal arts and sciences.

While the number of Idaho college-bound students has remained stable, Idaho State University has managed to increase enrollment by focusing increased efforts on graduate students and international students. Graduate student enrollment increased from 1,938 students in Fall 2003 to 2,078 students in Fall 2005, while enrollment of international students reached a record-high level Fall 2005 of 367 students, from 71 countries. This is up from 298 students, from 57 countries, in Fall 2003.

The development of the ISU Biomedical Research Institute in 2005 will increase the collaboration, efficiency and focus of the University's biomedical research activities, as well as provide additional resources for faculty to improve research capabilities. The Biomedical Research Institute embraces the latest advances in biomedical engineering, biotechnology, nanotechnology, neuroscience and bioinformatics and bio-signaling research in medicine, biology, and healthcare. The Institute aims to further enhance the fulfillment of the mission and goal of Idaho State University as the lead among Idaho universities in the health professions.

ISU continues its focus on research and graduate studies in on-going support of the educational process. Research awards for FY2005 were $30,472,000 and estimated awards for FY2006 exceed $31 million. Recent awards include a NIH grant of $1.2 million to Dr. Leslie Devaud, College of Pharmacy for her project "Molecular Basis for Sex-Selective Effects of Ethanol." And a NSF grant of $650,000 to Dr. Scot Kelchner provides coordination, data analysis and bioinformatics resources for an international team that will resolve the evolutionary relationships and classification of the world's bamboos. Kelchner and a colleague are leading a group of nearly 20 researchers from 10 different countries. Idaho State University researchers are also studying how single-celled bacteria living in Pacific Northwest geothermal areas may eventually be used to assist in the cleanup of metal contamination, nuclear waste and other hazardous materials.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Total Enrollment – end of fall term	13,690	13,725	14,361	Not yet available	Target: to maintain current enrollment, & increase by 2%/year where capacity and resources exist
2. Retention Rate – full-time freshmen (degree seeking)	58%	52%	57%	Not yet available	Target: to improve retention by 1-2% annually and by 10% total within next 5 years
3. Off-Campus Credit Hours – end of fall term	4,011	4,142	7,147	Not yet available	Target: to increase off-campus credit hours by 1-2%/yr

4. External Research Funding	$19.63M	$28.11M	$28.53M	$31M (estimate)	Target: to increase external research funding by 5%/year
5. Total Degrees & Certificates Awarded	2,225	2,235	2,217	2,036	Target: to increase degrees and certificates awarded by 1-2%/year

Performance Measure Explanatory Note:

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University of Idaho
STRATEGIC PLAN

2005-2010

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The University of Idaho
STRATEGIC PLAN 2004-2009

The University of Idaho is an internationally recognized land-grant institution combining research, graduate, and professional education with a strong undergraduate base in the liberal arts.

VISION STATEMENT[1]

Our teaching and learning activities seek to engage every student in a transformative journey of discovery and understanding. Our scholarly and creative activity aspires to generate knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our outreach and engagement facilitates lifelong learning and energizes the development of prosperous and environmentally sound communities, while enhancing the relevance and excellence of our academic enterprise. Programs in the arts and athletics aspire to high levels of accomplishment and visibility.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual's full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission.

We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we will undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

MISSION STATEMENT[2]

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1 This Vision Statement was developed by key university leaders under the direction of President Tim White and Provost Doug Baker in the spring of 2006. (For more details see Appendix 1).

2 This mission statement was last updated and accepted by the State Board in early 1998. In the interim, there have been program changes and restructuring, and further change is anticipated through planning initiated by President Tim White, to focus the vision of the university and the allocation of resources. See Appendix 2 in this document more information regarding proposed changes in the U Idaho Mission statement.

The University of Idaho is a research II, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with *primary emphasis* on agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will *give continuing emphasis* in the areas of business and education and will *maintain basic strengths* in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and region as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

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Dr. Timothy White, President

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 1: Teaching and Learning *Engage students in a transformational experience of discovery, understanding, and global citizenship.* ***Context:*** *Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective A: Build and sustain competitive advantages through innovative curricula of distinction. **Strategies:**	
I.1, I.4, I.7	1. Develop learning outcomes at the University as well as at program levels for graduate and undergraduates.	
III.4	2. Use learning outcomes assessment pro-actively as a means to keep teaching and learning vital, contemporary, and grounded.	
I.5, I.8	3. Utilize distinctive Core curricula to engage students in participatory learning and to prepare them for the challenges of higher education.	
II.3, II.6, IV.2	4. Expand partnerships with industry, government, schools, and foundations that emphasize active learning opportunities such as internships, practica, athletics, and the arts.	
II.7, III.3	5. Invest in field work and outreach as a means of contributing to learning and the land-grant responsibilities of the University.	
II.2, II.3, II.6, III.2,	6. Develop flexible course schedules and year-round programs to meet student needs throughout the University.	
I.8	7. Establish curricular content that utilizes interdisciplinary student teams to solve complex learning tasks.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 1: Teaching and Learning (cont.) *Engage students in a transformational experience of discovery, understanding, and global citizenship.* ***Context:*** *Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective B: Develop effective integrative learning activities to engage and expand student minds. **Strategies:**	
I.9, I.7	1. Enhance innovation, development, and recognition of high quality teaching and student learning.	
I.5, III.5, IV.10	2. Expand opportunities for students to experience self discovery through hands-on activities such as graduate-level and undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions, and engagement in professional societies.	
I.5, II.7	3. Provide graduate and professional students with integrated experiences in teaching, research, creative activity, and outreach.	
III.4	4. Integrate educational experiences with the living and learning environments.	
I.4, II.8	5. Engage alumni and stakeholders as partners in student recruitment, retention, mentoring, learning, and post-graduation transitions.	
I.8	6. Engage students in personal mentoring and academic advising to facilitate their learning.	
I.5, IV.3	7. Engage students, staff, and faculty in curricular and co-curricular activities that enhance our understanding of our place in a diverse local and global community.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 2: Scholarly and Creative Activity *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.* ***Context:*** *Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship. **Strategies:**	
I.3, I.7	1. Establish administrative structures, policies, procedures, and incentives for faculty, departments, centers/institutes, and colleges to participate in interdisciplinary programs.	
I.9, IV.10	2. Ensure that individual levels of effort in interdisciplinary programs and grants are adequately recognized by their department and college.	
I.3, IV.10	3. Improve and strengthen faculty appointments, position descriptions, advancement, and recognitions to ensure interdisciplinary collaboration is attractive and effective.	
II.6	4. Increase hiring to strengthen interdisciplinary scholarship that advances the University's strategic themes and land-grant mission.	
III.2	5. Strengthen programs that encompass cultural, economic, legal, scientific, policy, environmental, and/or international dimensions.	
IV.11	6. Establish, renew, remodel, and reallocate facilities that encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies.	
III.1	7. Increase grants that support interdisciplinary activities.	

Alignment with SBOE Goals & Objectives (listed below)	**University of Idaho GOALS & OBJECTIVES**	Anticipated Completion Date
	Goal 2: Scholarly and Creative Activity (cont.) *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.* **Context:** *Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective B: Emphasize scholarly and creative activities that support the University's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs. **Strategies:**	
I.8	1. Increase the number of competitive graduate assistantships.	
I.7	2. Improve and expand start-up packages and compensation that attract and retain a diverse, competitive faculty in the scholarly modes of discovery, application, integration, and teaching.	
IV.5	3. Increase the number of endowed faculty positions and fellowships.	
III.1, I.10	4. Allocate physical and financial resources for operation, maintenance, safety, and security of technical infrastructure facilities.	
IV.11	5. Strengthen library capacity, collections and technological innovation to improve access to information sources.	
IV.1, IV.5	6. Partner with faculty and staff from all disciplines and professions to provide grant processing management support, and proposal preparation assistance on proposals submitted to government agencies, private organizations and foundations, and industries.	
III.3, III.5	7. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens, government, economy, and environment in the state of Idaho.	
I.4, III.2, III.3	8. Build strategic educational, research, and/or technological transfer activities regionally, nationally, and abroad.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 3: Outreach and Engagement *Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.* **Context:** *The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective A: Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders. **Strategies:**	
III.1, IV.1	1. Develop a coordinated university-wide funding strategy for University engagement that complements resources received from county, state, and federal sources.	
I.3, I.9	2. Build an organizational system that empowers, encourages, and recognizes scholarly engagement relevant to the issues and needs of Idaho and our region.	
III.6	3. Grow the capacity of the University to engage with communities by involving all faculty who have programs relevant to local, regional, national and international issues.	
III.2	4. Engage with communities and organizations through flexible partnerships that share resources and respond to needs and expectations.	
I.4, II.7	5. Partner with other educational institutions, industry, not-for-profits, and public agencies to enhance outreach delivery and quality.	
III.2	6. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer.	
III.3	7. Conduct periodic assessments of the needs of the state and work to address those needs.	
IV.6	8. Integrate sustainability into all facets of community engagement and outreach.	
III.6	9. Broadly and intensively communicate the activity and impact of the University's engagement with society.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 3: Outreach and Engagement (cont.) *Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.* ***Context:*** *The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective B: Deliver undergraduate, graduate, continuing professional education, and Extension programs and opportunities for life long learning. **Strategies:**	
II.4, II.5	1. Design and implement an institutional system that promotes access to program/course delivery statewide and facilitates faculty in course/program design and development.	
II.6, III.3	2. Develop an array of academic and outreach programs based on community needs and University expertise.	
II.3, II.4	3. Determine effective program delivery modes as a function of site, available technology, partnerships, and learner characteristics.	
II.3	4. Implement a fee structure that provides adequate budgetary support based on a realistic costs matrix.	
II.4, II.5	5. Have programs and stakeholders reflect the faces and places of Idaho, including those who have been underserved or underrepresented.	
II.6, II.7	6. Grow and support community internships and service learning activity as opportunities for students and communities to engage for mutual benefit.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 4: Organization, Culture, and Climate *Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.* **Context:** *To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective A: Sustain and enhance a positive work climate to enhance the quality of University life. **Strategies:**	
I.7, I.9	1. Develop a socially healthy and welcoming environment characterized by trust and respect that allows for open communications about difficult issues and differences.	
I.10	2. Ensure that the University is a safe work and educational environment for its employees and students through proper training and monitoring.	
II.3, II.5	3. Recruit and retain a diverse body of students, staff, and faculty to enrich the quality of the University's activities.	
I.8, I.9	4. Align employees' position descriptions and reward structures with institutional priorities.	
I.8, IV.9	5. Create formal and informal opportunities for students, staff, and faculty to learn from each other and build meaningful collaborations.	
I.8, IV.9	6. Provide all new students and employees the opportunity for diversity and cultural competence training as a component of their initial orientation and offer ongoing training for all students, staff, and faculty.	
I.8, IV.9	7. Provide ongoing opportunities for self discovery and personal and professional growth through cultural, social, recreational, diversity, wellness, and continuing professional development programming.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 4: Organization, Culture, and Climate (cont.) *Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.* **Context:** *To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals. **Strategies:**	
III.1	1. Advance an attitude of making choices, taking actions, and developing mechanisms for making investments in people, programs, places, and processes.	
I.7, I.8	2. Reduce academic, structural, and administrative barriers and enhance rewards for collaboration across the University in all of its locations.	
IV.1, IV.3	3. Employ best practices and distribute authority-responsibility-accountability to efficiently and effectively manage the people, programs, and places of the University.	
I.4, IV.6	4. Enhance accountability measures and employ them to assess our progress on strategic issues.	
IV.5	5. Build strong support from the public sector and private donors to accelerate the attainment of our University goals.	
III.6	6. Utilize the athletic and art programs to enhance the visibility and image of the University through competitive and integrity-based programs that unite students, faculty, staff, alumni, and their communities.	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 4: Organization, Culture, and Climate (cont.) *Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.* **Context:** *To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.*	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
	Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals. **Strategies: (cont.)**	
IV.1, IV.5	7. Develop a fund raising effort across the University and its constituents to generate and sustain the resources necessary to implement the strategic plan.	
II.7, I.8	8. Enhance the efforts of our valued alumni, friends, advisory board members, and volunteer organizations in attracting and retaining students and generating gifts to support the advancement of the University goals.	
IV.1	9. Strengthen financial and administrative operations so that they meet the needs of faculty, staff, and students, and those of our constituents and stakeholders.	
IV.8	10. Establish facilities that encourage collaborative interdisciplinary inquiry using informational resources and innovative technologies.	
IV.5, IV.6	11. Foster a university that is academically, culturally, fiscally, and environmentally sustainable.	

Appendix 1: Development of the 2005-2010 Strategic Plan

In early 2004, a Vision and Resources Task Force was appointed by President White to examine the future of the institution. The Task Force undertook a broad examination of the university's mission and in September 2004 presented the report detailing the extensive study of the committee's work http://www.vrt.uidaho.edu/home/. The report presents ideas and recommendations for a long term design for the University that is based upon a shared vision, a commitment to excellence, and that is attendant with the necessary budget cuts, reallocations, and possibilities of revenue generation. On February 11, 2005, President White, building on the Task Force's work, presented a new vision and mission statement to the University community outlining the University of Idaho's distinctive future values and aspirations:

The University of Idaho will be an internationally respected, land-grant research, undergraduate, graduate and professional education institution with a strong foundation in the liberal arts and sciences. We will emphasize strategically selected programs to serve and benefit the people of Idaho, the United States, and the world. We will demonstrate excellence by: being student-focused; sharing, passion for knowledge and discovery; expecting innovation and creativity; establishing a barrier-free community; making a difference to the people of Idaho, the nation, and the world; and being self actualizing. We seek to serve and inspire the people of Idaho and the world as one of America's distinctive land-grant universities.

As Idaho's flagship research and land-grant University, we aspire to continue to be internationally recognized as a student-centered university with distinctive undergraduate, graduate, and professional programs in instruction, research and creative activity, and engagement through outreach. On a foundation of liberal arts and sciences, the University of Idaho delivers programs of study in: Law, Business, Engineering, Education, Agriculture, Life, Physical and Social Sciences, Architecture, and Natural Resources. The University of Idaho supports the creative and performing arts, intercollegiate athletics, recreational sports, and an enriched and engaged student campus life experience. The University of Idaho provides knowledge for the good of Idaho and beyond in its capacity as the intellectual capital central to Idaho's prosperity, preparing graduates to lead the global economy with a foundation of liberal arts and sciences. Our students will have the capacity to think broadly and critically, adapt to diverse environments, and have integrity and analytical skills for prospering in an increasingly complex world. The University of Idaho aspires to excellence through a diversity of ideas, faculty, staff, and students. We will hold true to our principles of ethical behavior of integrity, accountability, responsibility, openness, transparency, and truth.

Formal adoption of mission changes occurs every two years as part of the State Board of Education's eight-year plan revision process. Formal revisions to the University of Idaho mission statement will be made in the summer of 2006.

Provost and Executive Vice President Baker continued this work and led a strategic planning effort beginning in August of 2005. The planning process built on 11 previous studies and reports.

The first draft of the strategic plan was developed by the Provost's Council which is composed of deans, vice provosts, and the Vice President for Research. In October 2005, the plan was presented for discussion to the university and a number of stakeholders. It was formally reviewed by the Faculty Council, Staff Affairs Committee, Associated Students of the University of Idaho, Graduate and Professional Student Association, Student Bar Association, faculty and staff at the university's centers in Boise, Coeur d' Alene, and Idaho Falls and selected advisory board members. In addition, a request for comments and revisions was e-mailed to university faculty and staff members. The resulting feedback influenced revisions to the draft plan that was vetted through meetings of the Provost's Council and President's Cabinet in December 2005 and January 2006.

The final draft was accepted by the President in February of 2006. Implementation began in February with a call to faculty, staff and students to serve on university-wide implementation teams for each of the four goals in the strategic plan. In addition, budget hearings were held in the first week of March in which vice presidents, deans, and directors gave presentations on how they were going to link their budgets to the strategic plan in the early stages of the implementation process. Annual reviews for the deans and vice provosts will also be linked to progress toward attaining goals in the strategic plan. Much work is yet to be done, but the strategic plan offers good compass points to guide the direction of the university.

In consort with the strategic planning activities there has been a reinvestment process in key multidisciplinary areas of the university. In President White's February 11, 2005 Plan for Renewal, five areas of focus were identified: promoting science and technology, advancing liberal arts and sciences, catalyzing entrepreneurial innovation, stewarding the environment, and understanding sustainable design and life style. In the fall of 2005, a request for proposals for multidisciplinary research projects in these five areas was sent to the university community. Following a number of workshops and on-line discussions in the fall, 43 pre-proposals were submitted to a Blue Ribbon Committee for review. Those 43 were reduced to eight finalists who were invited to submit full proposals. Late this spring semester, three proposals will be chosen for funding. The projects will split $1 million per year for five years. This process has led to a great deal of collaboration and cross-talk in multidisciplinary areas across the institution and its many locations. We hope to raise money to do more of these projects in coming years.

Appendix 2: IDAHO STATE BOARD OF EDUCATION
Strategic Goals and Objectives Summary Chart

VISION STATEMENT	EDUCATION MISSION STATEMENT
The State Board of Education envisions an accessible, seamless public education system that provides intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economic and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.	The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are *high quality, accessible, relevant* and *efficient*. To that end, the Board has adopted the following goals and objectives for the educational system:

I. QUALITY	II. ACCESS	III. RELEVANT	IV. EFFICIENT
I.1 - Develop & Implement State-Wide Standards	II.1 - Sound Legislative Relationships, - Local Control	III.1 - Realistic Approach & Equitable Funding Distribution	IV.1 - Evaluate Financial Base Maximize Benefits, Develop Accountability and Incentives
I.2 - Fully Implement Teacher Quality Initiative (Idaho's MOST)	II.2 - "Seamless" Mobility of Credits, Program & Services	III.2 - Monitor Programs/Services, Relevant Content & Delivery	IV.2 - Ensure Graduates are Prepared to Succeed
I.3 - Evaluate Policy, Teacher Continuing Contracts	II.3 - State-wide Infrastructure, Opportunity for All/Everywhere	III.3 -Monitor State-Wide Needs Appropriate Roles & Mission to Meet Emerging Needs	IV.3 - Refine Institution/Agency Roles & Missions, Eliminate Duplication, Provide Focus
I.4 - Increase Public Confidence, Continuous Improvement, Performance Based Assessment	II.4 - Equal Access for those with Special Needs	III.4 - Evaluate/Refine Learning & Achievement standards/Assessments	IV.4 - Foster Partnership, Cooperative Ventures among Institutions and Agencies

IDAHO STATE BOARD OF EDUCATION Strategic Goals and Objectives Summary Chart (continued)

I. QUALITY	II. ACCESS	III. RELEVANT	IV. EFFICIENT
I.5 - Graduates w/Democratic Society, Global Economy Skills	II.5 - Encourage/Facilitate Minority Inclusion	III.5 - Ensure State-Funded Research/Partnerships Properly Structured/Organized	IV.5 - Seek Increased Levels of State/Local/Private Support - Ensure Accountability
I.6 - Maintain Institutional and Special Accreditation Levels	II.6 - Increase Postsecondary Attendance Opportunities	III.6 - Formulate/Implement Public Policy that Keeps Citizenry Well Informed	IV.6 - Provide Accountability to Legislature and Public through Measured Performance
I.7 - Excellent & Innovative Instruction - Qualified Teachers - Competent Administrators	II.7 - Expand Outreach, Research/Demo Programs		IV.7 - Reduce Drop-Out Rate, Increase Retention in High School and College
I.8-Develop Career Opportunities -Reward Knowledge/Productivity -Promote Recruiting/Retention			IV.8 - Improve Instructional Facilities, Increase Operational Efficiency/Use of Technology
I.9 - Support Efforts-Hire/Retain High Qualify Faculty & Staff			IV.9 - Ensure Time for In-Depth Learning/Teacher Prof Development/Use of Facilities
I.10 - Eliminate Dangers, Promote Safe & Productive Learning Environments			IV.10 - Encourage/Reward Innovative Approaches
I.11 - Support State Aid to all Types of Public Broadcasting and Libraries			IV.11 - Support Libraries as Leader in Applying Technology to Info Access

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Agency Overview

The University of Idaho is a comprehensive land-grant institution, which has the principal responsibility for research and the granting of the Ph.D. degree. The university provides both general education and professional education. Its areas of primary statewide responsibility are agriculture, architecture, engineering, forestry and wildlife, law, as well as designated areas in the arts and sciences, business, and education. The university is also responsible for the regional medical and veterinary medical education programs in which the State of Idaho participates.

UI offers a wide range of baccalaureate degrees. Degree programs through the doctoral level are available in many disciplines consistent with the university's areas of emphasis and its designated role as the state's principal graduate-education and research university.

UI serves the entire state and, in many of its programs, a much broader national and international clientele. The university also has specific state responsibilities in research and extension programs related to its land-grant functions.

UI's instructional emphasis is at the baccalaureate and graduate levels; it does not offer associate degrees.

The UI has a responsibility to deliver its principal educational and research programs throughout the State. The university operates or will establish resident instructional centers where there is a high demand. Continuing-education offerings are, where appropriate, conducted in cooperation with state and local educational institutions capable of providing both instructional and facilities support.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures:

Revenue	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	82,376,100	75,139,200	79,973,500	83,177,100	87,786,900
Land Grant Endowments	10,511,100	8,874,100	7,855,000	6,714,200	6,314,000
Student Fees: Misc. Receipts	10,292,700	11,792,400	13,698,300	14,762,100	16,183,800
Student Matriculation Fees	12,002,6000	15,468,900	18,631,300	21,003,100	22,777,000
Total	**115,182,500**	**111,274,900**	**120,158,100**	**125,656,500**	**133,061,700**

Expenditure	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Personnel Costs	$87,325,200	$83,676,700	$85,149,000	$87,350,800	91,911,700
Operating Expenditures	$22,889,700	$18,650,400	$31,380,100	$28,432,000	36,260,200
Capital Outlay	$5,058,700	$4,000,300	$4,669,200	$4,486,000	5,466,300
Trustee/Benefit Payments	$0	$0	$0	$0	$0
Total	**$115,273,600**	**$106,327,400**	**$121,198,300**	**$120,268,800**	**$133,638,200**

Profile of Cases Managed and/or Key Services Provided

Students Enrolled Annual Unduplicated Headcount	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Non-Degree	5,437	5,980	5,209	4,331	4,268
Undergraduate	9,257	9,603	9,743	9,724	9,614
Graduate	3,260	3,576	3,673	3,628	3,305
Law	302	318	309	300	301
WWAMI	19	18	19	18	18
Total	18,275	19,495	18,953	18,001	17,506

Degrees Awarded	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Bachelors	1629	1807	1840	1925	1926
Masters	488	568	587	655	658
Specialist	38	37	33	46	61
Law	82	97	104	99	88
Doctoral	58	90	82	99	104
Total	2295	2599	2646	2814	2837

Credit Hours Taught	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Lower Division Undergraduate	158,345	160,893	162,079	158,786	155,615
Upper Division Undergraduate	113,603	121,460	126,828	130,416	126,870
First Professional	10,372	10,699	10,515	10,323	10,318
Masters	33,842	37,853	38,798	35,777	32,472
Doctoral	8469	9,403	10,663	10,923	9,972
Total	324,631	340,308	348,883	346,225	335,247

Grant and Contract Expenditures	FY 2002	FY 2003	FY 2004	FY 2005	Preliminary FY 2006
Federal	34,187,163	44,871,317	48,530,023	49,494,229	47,751,600
State	8,845,415	7,141,571	9,908,776	10,321,884	10,445,700
Other	13,225,696	14,048,854	14,661,524	13,794,070	16,414,600
Total	56,258,274	66,061,742	73,100,323	73,610,183	74,611,800

Part II – Performance Measures

Performance Measure		2002	2003	2004	2005	2006	Benchmark
1. One-year Retention New Frosh (from CSRDE)	UI Rate Peer Median UI Rank	80.0% 80.0% 10 / 19	78.4% 80.1% 13 / 19	82.3% 80.7% 8 / 19	80.4% 80.7% 12 / 19	77.6% 80.7% 14 / 19	Above Median 9 / 19
2. Six-year Graduation New Frosh (from CSRDE)	UI Rate Peer Median UI Rank	54.4% 53.4% 6 / 16	51.4% 54.4% 12 / 16	54.8% 56.6% 6 / 16	55.8% 57.6% 13 / 19	59.7% 58.9% 9 / 19	Above Median 9 / 19
3. Instructional Dollars per Student FTE (from IPEDS)	UI Amount Peer Median UI Rank	8,182 6,627 5 / 19	6,412 6,567 12 / 19	6,234 6,740 14 / 19	6,689 6,6990 12 / 19	Not yet available	Above Median 9 / 19
4. Scholarship Dollars per Student FTE (from IPEDS)	UI Amount Peer Median UI Rank	985 778 7 / 19	926 830 8 / 19	876 834 9 / 19	1,324 955 6 / 19	Not yet available	Above Median 9 / 19
5. Grant & Contract Dollars per Faculty FTE (form IPEDS)	UI Amount Peer Median UI Rank	83,368 84,866 11 / 19	105,097 89,973 6 / 19	111,009 102,653 7 / 19	116,163 109,170 8 / 19	Not yet available	Above Median 9 / 19

Performance Measure Explanatory Note:
These performance measures have been brought forward from the old (1998) U Idaho Strategic Plan. Performance measures and benchmarks are currently being defined for the newly revised Strategic Plan for 2005-2010.

Performance Highlights:

In the spring of 2005, President Tim White initiated a "Plan for Renewal of People, Programs, and Place." This pathway to a distinctive future is grounded in the articulation of aspirations, vision, and values, and a plan that eliminates our recurring and accumulated deficits, expresses a multi-year renewal commitment to focus on academic and institutional priorities, and reinvests in people, programs and place. The plan contains five Strategic Academic Themes:

1. Promoting Science and Technology – advancing Idaho's core competencies in science, technology, and engineering areas of imaging, power and energy, biosciences, and nanoscience and materials.
2. Advancing Liberal Arts and Sciences – strengthening the arts and sciences to improve scientific discovery, social and cultural enhancement, and progress in the applied professions.
3. Catalyzing Entrepreneurial Innovation – using ideas, creativity, innovation and engagement to inspire enterprise and technological change.
4. Stewarding the Environment – sustaining Idaho's natural resources that contribute to our quality of life and natural resources-based industries.
5. Understanding Sustainable Design and Life Style – the integration of architecture, creative arts, and law in urban, rural, and frontier environments.

For More Information Contact

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Lewis-Clark State College

STRATEGIC PLAN
FY2005-2009

[Note: This outline, submitted on **11 July 2006** to the Office of the State Board of Education (in the format specified by the OSBE staff in the fall of 2004), provides excerpts of several elements from LCSC's rolling, 5-year strategic plan. The unabridged version of LCSC's Strategic Plan (available upon request) documents the comprehensive, College-wide process that has been put into place to integrate planning, programming, budgeting, and assessment activities at LCSC. The LCSC plan is linked to the most recent SBOE strategic plan (2000-2005). Questions on LCSC's plans and planning process should be directed to LCSC's Office of Institutional Planning, Research, and Assessment (IPRA) at (208) 792-2065 or instres@lcsc.edu.]

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Lewis-Clark State College
Strategic Plan FY2005-2009

"A good plan today is better than a perfect plan tomorrow."

"If everyone is thinking alike then somebody isn't thinking."

                                        --**George S. Patton**

<u>Preamble</u>   LCSC is unique among Idaho's four-year public colleges and universities. It is a teaching-centered institution that provides a small-school learning environment at a public institution price.   Its integrated, three-part mission—academic, professional-technical, and community programs—and its operational approach make it one of the most accessible portals into higher education and career success for all segments of Idaho's population.

In 2001, LCSC adopted a new strategic planning process that now engages all elements of the college in planning, assessment, and execution of our programs. Our strategic planning process enables us to provide high quality, accessible, relevant, and efficient services to Idaho taxpayers. As of the time of this snapshot to the Office of the State Board (11 July 2006), LCSC is beginning the fifth annual iteration of our integrated planning-programming-budgeting process. We were pleased to have been commended during our latest accreditation visit by the Northwest Commission on Colleges and Universities for our strategic planning process.

The following pages contain selected excerpts from the LCSC Five-Year Strategic Plan (FY05-09) in the format specified by the State Board Staff. The full plan outlines LCSC's strategic environment, analyzes institutional strengths and weaknesses, projects future trends, and provides detailed planning guidance under multiple budget scenarios to LCSC units for the execution year (current fiscal year), budget preparation year (next fiscal year), and out-years of the current strategic planning window. Please refer to the basic plan for the list of SBOE, DPTE, and LCSC goals/objectives; analyses of institutional issues and key external factors; the description of the LCSC strategic planning process; organizational structure; performance measure; President's Program Guidance (PG) initiatives; Unit Action Plans; and the LCSC family of plans index.

Dene K. Thomas
President

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VISION STATEMENT

[From Page 5, basic plan]

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life*." LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

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MISSION STATEMENT

[From Pages 3-4, basic plan.]

Lewis-Clark State College was established by the Idaho State Legislature in 1893 as "Lewiston State Normal School," reflecting the College's initial—and continuing—mission as a teacher training institution. The College's reputation for excellence in teacher training and its focus on teaching and learning in all of its educational and training programs have continued as LCSC has grown to meet the expanding needs of Idaho's citizens. Today, LCSC provides an array of programs in the liberal arts and sciences, with primary emphasis in business, criminal justice, nursing, professional-technical education, social work, and teacher education.

LCSC's Carnegie classification is *Baccalaureate College—Diverse* with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's academic, professional, and community programs—coupled with its small school atmosphere and an emphasis on student engagement and applied learning—serve constituencies throughout the state. LCSC's integrated, three-part mission and its operating philosophy have contributed to its recent dramatic growth in enrollment. In the time period since July 2001 when LCSC's chief executive officer, President Dene K. Thomas, assumed her duties as the College's 14th president, LCSC has been the fastest-growing four-year public college/university in Idaho, with a 3.8% growth in student headcount between FY2005 and FY2006 and a 28% growth in enrollment since FY2001.

LCSC's official role and mission statement (approved by the SBOE in 1998) is provided below:

"1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services (listed in order of emphasis)
- *Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs.*
- *Associate Education: Offers a wide range of associate degrees and some qualified professional programs.*
- *Certificates/Diplomas: Offers a wide range of certificates and diplomas.*
- *Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies.*
- *Technical and Workforce Training: Offers a wide range of professional, technical and outreach programs.*
- *Continuing Education: Provides a variety of life-long learning opportunities.*
- *Research: Conducts select coordinated and externally funded research studies.*
- *Graduate: None.*

3. Constituencies Served: The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies."

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Lewis-Clark State College
STRATEGIC PLAN

Alignment with SBOE Goals & Objectives	GOALS & OBJECTIVES [SBOE, DPTE, and LCSC Goals/Objectives are listed on pp. 7-13 of the basic plan. This table lists a representative sample of specific Presidential Program Guidance (PG) initiatives which implement those goals. The complete list of LCSC PGs is contained in Annex D of the basic plan.]	Anticipated Completion Date
	I. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I (also II)	PG-09: Faculty/Staff Compensation [Compensation Review Committee in full operation in FY06. Developed courses of action for mid-year employee raises. Drafting salary tracking system and salary guidelines.	1 Apr 07 (salary guidelines)
I (also II, IV)	PG-13: Information Technology (IT) Long-Term Plan update [Information Technology Planning Group completed year-long analysis, submitted recommendations in Spring 2006]	1 May 07 (implement findings)
I (also II, IV)	PG-30: Update of Campus Facilities Master Plan (CFMP) [CFMP drafted in FY2006]	1 Apr 07 (finalize plan)
	II. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
II (also I, IV)	PG-08: LCSC Strategic Enrollment Plan [Plan finalized in FY2006. Realignment of Student Services completed in Spring 2006.]	1 Aug 06 (process fully operational)
II (also I)	PG-20: Dual-Credit programs (policies, program coordination) [Policy clarifications and process improvements carried out in FY06 for High School dual-credit programs.]	1 Jan 07 (progress rpt)
II (also I, IV)	PG-25: Developmental (remedial courses) [Planning, funding, and coordination of developmental courses addressed in FY06—highlighted during Legislative hearings in Jan06.]	1 Jan 07 (progress rpt)
II (also I, IV)	PG-50: Student Housing—additional residential space [Two new residence halls (externally-funded) approved by SBOE; construction underway—occupancy in Fall 2006.	30 Aug 07 (both halls operational)

	III. RELEVANCE: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
III (also I, II, IV)	PG-16: Review of Baccalaureate degrees (BA/BS/BAS/BAT/BASAT) [Task force findings completed in AY2004-5. Referred to faculty in AY2005-6 for detailed staffing]	1 Jan 07 (progress report)
III (also I)	PG-48: Fundamental review of General Education Core curriculum [Gen Ed Task Force fundamental review in FY05. Streamlined Gen Ed Committee entered operation in FY06. Work continues on objectives, structure, assessment, and curriculum.]	1 May 07 (completion of plan)
	IV. EFFICIENCY: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
IV (also I, II)	PG-02: LCSC Strategic Financial Plan [Groundwork in FY2006 by Planning, Budget, and Controller's offices. Detailed drafting to begin in Fall 2006.]	1 Apr 07 (completion of plan)
IV (also I, II)	PG-11: Review of Faculty/Staff Workload [Process put in place in FY2006 to address LCSC internal mgt needs as well as to address 2005 Legislation mandating faculty workload tracking and reporting.]	1 Oct 06 (annual reports)
IV	PG-35: LCSC Business Practices/Cost-Saving Measures [Last of multiple-part PG elements (organizational purchase cards) ready for implementation.	1 Aug 06 (fully operational)
IV (also II)	PG-51: Consolidated Testing Center [Task force developed recommendations. Implementation of consolidated testing operations began in FY06.]	1 Jan 07 (new process reaches full operation)

	LCSC recommends Amendments, Additions, Deletions to the State Board Strategic Plan as Follows:
	[Note: the "2000-2005 Idaho State Board of Education Statewide Strategic Plan" represents only the starting point of an actionable strategic plan; with the suggested additions below, it could be better suited to carry out the strategic planning functions prescribed for state agencies in the Idaho Code. The four overarching philosophical goals in the plan (quality, access, relevance, and efficiency) are appropriate as elements of a revised vision statement. Whether the Board pursues a comprehensive strategic plan—or separate strategic plans to guide actions related to single important issues—consideration should be given to including the following components.]
ADD	*A concise description of the strategic planning role and responsibilities of the SBOE, vis-à-vis the institutions under its authority. The respective roles of the Board and institutions are omitted or intermingled in the current brochure. Define the relationship of institutional strategic plans to the Board plan. Describe the process whereby institutions participate in annual updates to the SBOE plan and how SBOE planning guidance flows into the planning-budgeting processes at the institutions.*
ADD	*A concise assessment of the strategic environment. Where does Higher Ed in Idaho stand in relation to other states? What issues related to cooperation, collaboration, and competition need to be considered? Describe trends. Identify strengths, weaknesses, and opportunities.*
ADD	*Concrete, measurable goals/objectives. Where does the SBOE want Idaho's system to be in 1, 5, or 10 years? Real plans should have measurable goals, designated agencies or individuals responsible for carrying out actions, timelines, and discussion of resources available to execute the plan. [What needs to be done? Who will do it? When? With what resources/support? Who is responsible for developing the action plan to achieve the objective? How will progress on action plans be monitored through completion?]*
ADD	*A forecast (even if only a "guesstimate") of the resources (funding levels) over the course of the five-year strategic planning window that will be available to achieve objectives. What are the desired funding formulas (cost shares) to support programs and facilities at the colleges/universities? Provide guidance on the combined game plan for the SBOE and institutions (and the role to be played by each) in achieving that model.*
ADD	*A clear definition (flow chart) of the SBOE-level <u>process</u> that links strategic planning, programming, assessment, and resource allocation. How does the strategic planning-budgeting cycle at the institutional level link with the planning cycle at the SBOE level?*
ADD	*Usable performance measures. After exporting philosophical material to the prefatory section of the plan, identify a small number (3 to 5?) key issues for concentration during the next five-year cycle; establish concrete objectives and courses of action to address these specific issues, and develop a set of state-wide and institution-level performance measures to assess progress. These parameters will be complemented by the routine data collection that already takes place nation-wide. Once established, a rational performance measure system for higher ed could be part of a management information system to support informed decision-making at the institutional and state levels.*

Part 1 – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four, public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse* with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, professional-technical programs, and community programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing "community college" programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for success of LCSC's traditional and non-traditional students.

LCSC's main campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: North Idaho College, the University of Idaho, and Idaho State University) and operates outreach centers in the Clearwater Valley, Grangeville, and Orofino. LCSC's chief executive officer, President Dene K. Thomas, assumed her duties as the College's 14th president in July 2001. Since that time, LCSC has been the fastest-growing four-year public college/university in Idaho, with a 3.8% growth in student headcount between FY2005 and FY2006 and a 28% growth in enrollment since FY2001.   LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges…"* and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deep necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

LCSC's current role and mission, assigned by the State Board of Education, directs that the College *"will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."*
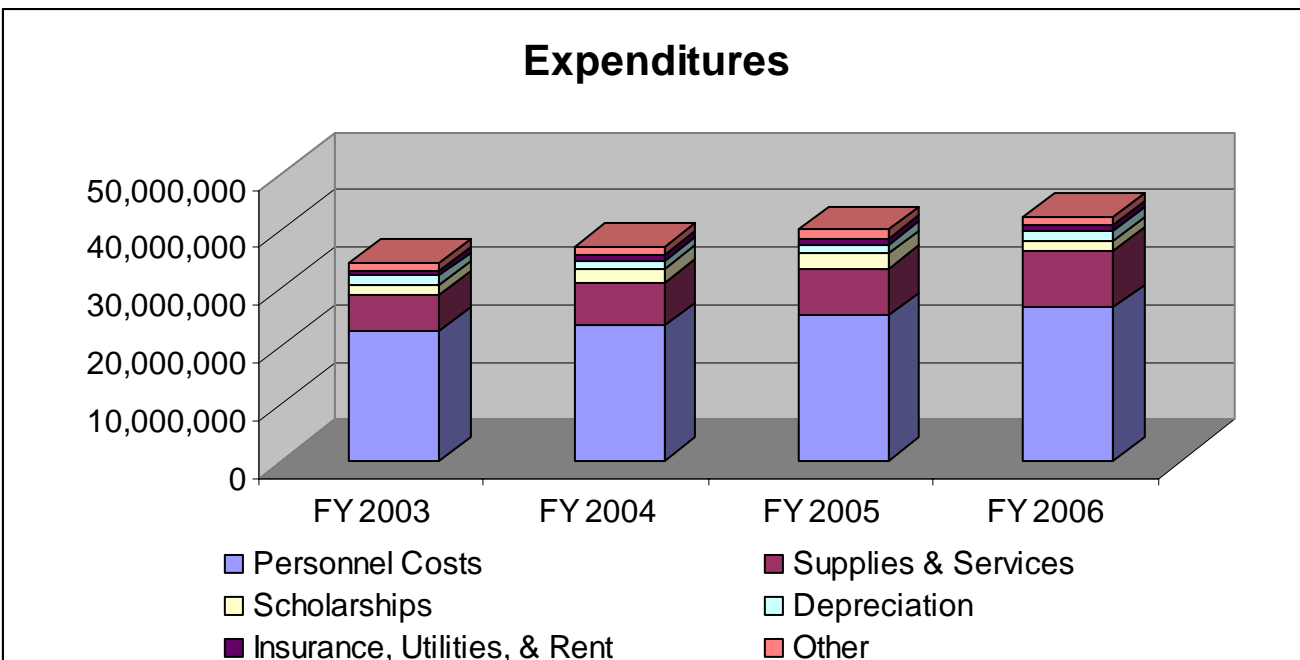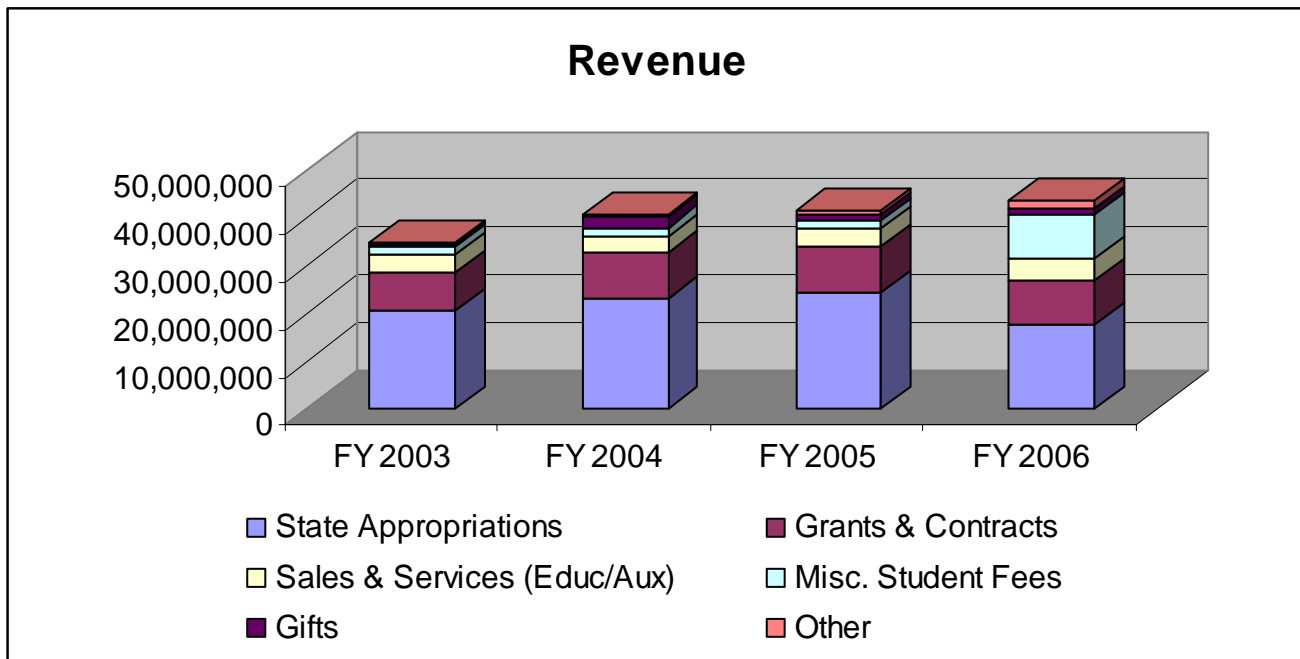
LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Revenue and Expenditures[1]

Revenue	FY 2003	FY 2004	FY 2005	FY 2006[1]
State Appropriations	20,627,512	22,957,175	24,216,881	17,625,100
Grants & Contracts	8,129,117	9,713,820	9,896,582	9,165,100
Sales & Services (Educ/Aux)	3,374,780	3,534,068	3,568,285	4,648,100
Misc. Student Fees	1,813,558	1,775,395	1,832,553	9,147,200
Gifts	440,288	2,336,869	1,284,890	1,233,600
Other	529,710	505,387	710,856	1,658,200
Total	**34,914,965**	**40,822,714**	**41,510,047**	**43,477,300**

Expenditure	FY 2003	FY 2004	FY 2005	FY 2006[1]
Personnel Costs	22,455,910	23,405,954	25,186,063	26,614,800
Supplies & Services	6,429,307	7,401,560	8,173,853	9,834,800
Scholarships	1,644,667	2,424,299	2,611,062	1,848,900
Depreciation	1,574,210	1,483,259	1,570,586	1,600,000
Insurance, Utilities, & Rent	869,722	971,841	971,830	975,000
Other	1,349,057	1,571,029	1,557,509	1,441,800
Total	**34,322,873**	**37,257,942**	**40,070,903**	**42,315,300**

Note 1: Revenues and Expenditures for FY2006 are estimates that have not yet been confirmed by outside auditors, as of the submission date of this Agency Profile to the State Board of Education (11Jul06)

Revenue

- State Appropriations
- Grants & Contracts
- Sales & Services (Educ/Aux)
- Misc. Student Fees
- Gifts
- Other

Expenditures

- Personnel Costs
- Supplies & Services
- Scholarships
- Depreciation
- Insurance, Utilities, & Rent
- Other

Profile of Cases Managed and/or Key Services Provided

Cases Managed or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Enrollment—Headcount (Fall 10th Day)	3,108	3,471	3,325	3,451
Academic	2,363	2,637	2,555	2,653
Professional-Technical	745	834	770	798
Faculty[1]	180	192	195	221
Student/Faculty Ratio (Fall term)	-	-	-	-
Academic	17.0	17.1	17.0	14.9
Professional-Technical	11.6	12.1	12.2	11.3
Student Credit Hours Delivered[2]	58,512	63,605	66,621	65,349
Degrees Conferred	473	501	551	504[3]

Note 1:   Faculty numbers include adjunct faculty as well as regular faculty

Note 2:   Credit hours shown are for Academic courses only (for Professional Technical Credit Hours, see "Performance Measures" below)

Note 3:   Degrees conferred for FY2006 is based on 19Jun06 snapshot (total awarded will increase as Registrar's Office continues to process transcripts through the summer of 2006).

Performance Highlights

Among the events that took place in FY2006 during the execution of LCSC's Strategic Plan were the following:

- The opening of the final phase of LCSC's activity center project ("Activity Center West" which added classrooms, athletic facilities, and faculty office spaces), funded through a state bonding initiative, student fees, and private donations

- Recognition in the annual U.S. News & World Report survey as the top comprehensive, public 4-year college in the West.

- Growth in enrollment and programs offered at LCSC Coeur d'Alene Center and increased collaboration with North Idaho College. Expansion into additional classroom facilities in CdA (Harbor Plaza complex) to accommodate enrollment growth.

- Ground-breaking for two new residence hall facilities, and expansion of parking spaces on the Lewiston campus.

- Recognition of an LCSC Education Division faculty member as the Carnegie Foundation's "2005 Professor of the Year" for Idaho

- LCSC Baseball team winning the NAIA 2005-2006 World Series (the 14th National Championship for the LCSC Warriors)

- Hosting of the Idaho portion of the national bicentennial celebration of the Lewis and Clark expedition, combined with the "Summer of Peace" signature event sponsored by the Nez Perce Tribe.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Enrollment-Headcount (Fall 10th day, credit courses only, IPEDS)	3,108	3,471	3,325	3,451	3,537[1]
2. Enrollment-Full Time Equivalent (Fall 10th day, credit courses only)	2,385	2,576	2,635	2,614	2,679[1]
3. Annual student credit hour production (academic only)—PSR 1.5	58,512	63,605	66,621	65,349	66,656[2]
4. Prof-Technical credit hours (PTE annual program enrollment summary)	14,299	13,932	13,304	12,288	12,534[2]
5. Remediation activity (remedial credit hours—PSR 6.2)[3]	1,053	1,419	1,734	1,362	1,400[3]
6. Non-credit contact hours—Workforce Training and Community programs	104,600	103,734	132,003	101,826[4]	105,000[4]
7. Student Retention rate (First-year, full-time degree seeking students, from fall to fall)[5]	58.8%	52.2%	59.9%	57.1%	60%
8. Graduation Rate (IPEDS GRS)[6]	29.0%	27.5%	32.5%	27.4%	30%
9. Degrees and Certificates Awarded (IPEDS Completion Survey)	473	501	551	504[7]	519
10. First-time licensing/certification Exam Pass Rates (PSR 6.3)	RN 91.3%	RN 93.8%	RN 86.2% PN 100% R-T 100% PRAXIS 90.6%	Awaiting results	RN 95% PN 95% R-T 95% PRAXIS 95%

Performance Measure Explanatory Notes:

1. HC and FTE benchmarks for FY2007 assume a 2.5% annual growth rate (below recent trend of 3-5% annual increase, due to possible impact of increased job opportunities in regional economy).
2. Student Credit Hour benchmarks are based on conservative assumption of 2% growth, based on anticipated increase in Academic and Professional-Technical FTE in FY2007.
3. Remediation activity levels reflect only Fall semester (Fall 10th day info from PSR 6.2 report)—annual remedial/developmental course hours are approximately twice the Fall semester figure. FY2007 benchmark reflects 3% increase anticipated as LCSC increases access to "community college" services.
4. Non-credit contact hours include both Workforce Training and Community Programs through FY2005. Reporting format changed starting in 2006—only Workforce Training contact hours depicted from FY2006 and beyond. Benchmark for 2007 assumes 3% growth in Workforce Training program delivery.
5. Retention rates (from IPEDS) are for first-time, full-time students (Fall freshman year to Fall sophomore year)
6. Graduation rate (IPEDS) does not take into account students who transfer into LCSC and successfully complete a degree, or students who transfer out of LCSC and earn degrees. [Transfer students make up a significant portion of the LCSC population.]
7. Degrees and Certificates awarded for FY06 is based on mid-June 2006 snapshot. Figure will be updated at the beginning of the Fall 2006 semester (as transcripts continue to be evaluated). Estimate 3% increase in FY07.
8. Certification and licensing exam pass rates reflect first-time test takers only. All graduates must eventually pass the exams before practicing in the specified professional field. "RN" = Registered Nurse NCLEX exam. Licensed Practical Nurse (PN), Radiological Technician (R-T) and Teacher PRAXIS exams went into effect for LCSC in FY2006. 95% benchmark reflects long-term target (no more than one out of 20 examinees failing on first attempt)—95% is well above historical national pass rate averages.

For More Information Contact

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Eastern Idaho Technical College STRATEGIC PLAN

2006-2010

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Eastern Idaho Technical College
STRATEGIC PLAN 2006-2010

The Eastern Idaho Technical College (EITC) Strategic Plan (The Plan) has been developed in response to the statutory requirements in Idaho Code (see Title 67) and further described in the State Board of Education (SBOE) Governing Policies and Procedures document (see Section I dated April 2002). The Plan is an integral part of the SBOE overall planning process and aides in the delivery of quality Professional-Technical education in the nine county EITC service area. The Plan aligns and incorporates the Strategic direction of the SBOE and the Division of Professional-Technical Education (PTE).

The EITC Strategic Plan serves to maintain the focus of the college on providing quality education to our students and providing well trained and qualified individuals to employers. The Plan is considered a living document and is an integral part of annual and long-term planning efforts. Instructional and business decisions, including personnel and budgetary considerations, are made based on The Plan. The Plan also serves as the basis for annual execution plans and institutional planning and effectiveness.

Eastern Idaho Technical College's Strategic Plan 2006-2010 is intended to answer the question of "What does the agency need to accomplish?" … and "Where is our Primary Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives will be spelled out in the more detailed Eastern Idaho Technical College Institutional Effectiveness Plan under separate cover (not included with this submission).

William A. Robertson - President

MISSION STATEMENT

Eastern Idaho Technical College provides superior educational services in a positive learning environment that supports student success and regional workforce needs.

VISION STATEMENT

Our vision is to be a superior quality professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Eastern Idaho Technical College
STRATEGIC PLAN 2006-2010

Alignment with PTE Goals & Objectives	Alignment with SBOE Goals & Objectives	Eastern Idaho Technical College GOALS & OBJECTIVES	Anticipated Completion Date
		1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
1-4	1-4	Provide and continually plan for a quality campus environment that encourages student growth, fosters respect for people, advocates positive human interaction and serves the diverse student and community populations within the dimensions of college resources.	
1-1, 3-1	1-4	Fulfill our role as a superior technical college.	
1-4, 1-5	1-7, 1-8, 1-9	Analyze existing staffing patterns at the college in support of improved efficiency and replacement staffing needs.	
		2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
1-3, 2-4,2-5	2-4, 2-5, 2-7	Develop a comprehensive marketing campaign to promote college services and improve public perception of the college.	
1-1,1-6,2-2, 2-3	2-3	Provide postsecondary professional technical education for students who plan to enter full-time employment after completing a one or two-year curriculum.	
1-7, 2-9,3-4	2-4, 2-5	Participate in the economic development of the service area through collaborative planning, training and education.	
2-3, 2-9	2-4, 2-5	Offer developmental programs in adult literacy, General Educational Development, Adult Basic Education and English as a Second Language.	

1-1,2-2,2-3, 2-7, 2-8	2-2, 2-3	Extend professional-technical education to students currently enrolled in area secondary schools.	
2-9	2-2, 2-7	Provide support services that enhance the educational experience of students, including advising, counseling, career planning, placement and other activities.	
1-3,1-7,2-5, 2-6, 2-7	2-2, 2-3	Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions.	
		3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
1-3, 2-4,2-5	3-3	Develop a comprehensive marketing campaign to promote college services and improve public perception of the college.	
1-3,1-7,2-5, 2-6, 2-7	3-3	Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions.	
		4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
4-1		Establish mechanisms for enhanced internal communication.	
1-3,1-7,2-5, 2-6, 2-7	4-2, 4-4, 4-8	Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions.	
2-2, 2-3	4-8, 4-10	Provide an alternative instructional delivery system to enhance learning for all students.	

Part 1 – Agency Profile

Agency Overview
Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities. The College is a State supported technical college created in 1969 to serve citizens in its service area by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

Core Functions/Idaho Code
Eastern Idaho Technical College created to provide professional-technical post-secondary educational opportunities. Title 33, Chapter 22

Revenue and Expenditures:

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund and Misc Receipts	$4,668,597	$5,008,723	$5,219,712	$5,540,429
Grants and Contracts	$2,244,205	$2,484,285	$2,589,820	$2,469,555
Student Fees	$670,668	$691,803	$782,715	$913,744
Capital Grants and Appropriations	$178,955	$199,380	$785,057	$574,385
Sales and Services	$413,054	$432,677	$433,901	$473,299
Other	$154,829	$137,123	$148,901	$247,634
Total	**$8,330,308**	**$8,953,991**	**$9,960,106**	**$10,219,046**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$4,978,676	$5,108,836	$5,710,354	$6,076,044
Operating Expenses	2,650,941	$3,006,805	$3,104,886	$2,874,351
Capital Outlay	271,424	$150,618	$967,842	$723,551
Total	**$7,901,041**	**$8,266,259**	**$9,783,082**	**$9,673,946**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Student Numbers by Service Group:				
- EITC Unduplicated Headcount	1,405	1,580	1,447	1,391
- Work Force Training Headcount	4,176	7,095	7,106	8,836
- Adult Basic Education Headcount	804	707	774	750
- Center for New directions Headcount	428	401	402	335

Performance Highlights:

- Eastern Idaho Technical College is completing work on an accreditation self-study in preparation for an accreditation visit in April of 2007. Self-studies are completed every ten years and then verified by NWCCU (Northwest Commission on Colleges and Universities).
- Eastern Idaho Technical College has recently received tentative approval of a 2-year Registered Nursing program, pending curriculum development and approval.
- On May 19, 2006, a ground-breaking ceremony was held for the new Health Occupations building. The building should be completed and available for use by the Fall of 2007.

Part II – Performance Measures

See Attachment

Performance Measure Explanatory Note: *Student counts and financial information contained in this report are estimates based on current information. Audited financial information and official student counts are not ready until October of each year.*

For More Information Contact

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1. **Student Applications, Admissions, and Enrollment**
   Report the headcount of first-year students completing application, being admitted and enrolling at the institution. Use numbers and definitions from the state PSR6.1 Report.

	2003	2004	2005	2006	Benchmark
Applicants	502	537	631		
Admitted	-	-	262		
Enrolled	144	130	141		

2. **Remediation Activity**
   Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/developmental activity. Use numbers from the state PSR6.2 report.

	2003	2004	2005	2006	Benchmark
Headcount					
Letters	5	21	18		
Math	3	38	10		
Credit Hours					
Letters	15	63	54		
Math	9	114	30		

3. **Student Retention**
   Report the number from the cohort of new first-year students (using the definitions from measure #1) who enroll for the second year (or reach program completion in a professional-technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).

   Current year not available

4. **Graduation Rates**
   Use the cohort definitions and levels from the IPEDS-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.

2003	2004	2005	2006	Benchmark

   Current year not available (2002 data is most recent available)

5. **Off-Campus Credit Hour Delivery**
   Report undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from the state PSR1.7 report, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.

	2003	**2004**	**2005**	**2006**	**Benchmark**
Traditional	218	-	264	624	
Telecommunications	677	770	200	-	
Total	895	770	464	624	

6. **Exam Pass Rates**
   Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available. Use numbers from the state PSR6.3 report

	2003	**2004**	**2005**	**2006**	**Benchmark**
Practical Nursing	87.04%	96.97%	-		
Nat'l Pass Rate	*92.12%*	*89.59%*	*-*		
Medical Assisting	100%	80%	87%		
Nat'l Pass Rate	*-*	*67.80%*	*68%*		
Surgical Technology	100%	100%	83%		
Nat'l Pass Rate	*-*	*71%*	*68%*		
Welding Technology	100%	100%	100%		
Nat'l Pass Rate	*-*	*-*	*-*		
Computer Networking Technologies	100%	90%	100%		
Nat'l Pass Rate	*-*	*-*	*-*		

7. **Employer Satisfaction**
   Provide a brief (one or two pages) summary of employer satisfaction surveys for recent graduates and of the results of the Professional/Technical Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.

   Annually, Eastern Idaho Technical College conducts a survey of graduates, collecting data related to employment status. This data is summarized by program and reports current employment status of program completers. In January of 2006, the follow-up survey of graduates from the 2004-2005 school year was completed.

   This past school year, in addition to the completer follow up survey, the College initiated an employer survey designed to collect data reflecting the employers evaluation of the

preparedness of our graduates. The Employer Follow-up Survey consisted of four general areas and an opportunity for comments. The four general areas measured were:

1. *Training Evaluation: (reported by Likert Scale 5-very good, 4-good, 3-average, 2-poor, and 1-very poor)*
   a. *Technical Knowledge*
   b. *Work Attitude*
   c. *Work Quality*
2. *An overall rating of performance as it relates to job requirements. (Reported using same scale as number 1)*
3. *A relative comparison of our students' preparedness to other employees. Reported nominally as: no basis for comparison; individual is better prepared; both are about the same; or individual is less prepared)*
4. *Basic skills observed (reported using same scale as number 1)*
   a. *Reading*
   b. *Writing*
   c. *Math*

One hundred seventy two of the program graduates from school year 2004-2005 reported they were employed in jobs directly related to their training. Of those, 130 provided the name and address of their employer. An Employee Follow-up Survey was mailed to all 130 employers. 57 Employer Follow-up Surveys were completed and returned.

The results of the survey indicated an overall positive satisfaction of the employers. Ratings ranged from 4.12 to 4.6. Approximately forty-nine percent of the employers expressed that the graduates were better prepared than their peers, seventeen percent reported the graduates were about the same; zero percent reported that the graduates were less prepared; and thirty-four percent reported that they had no basis to respond.

8. **Student Transfer**
   Use institutional transfer numbers from the state student-tracking system. Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.

   Not available

9. **Outreach and Public Service**
   Provide a brief (one or two pages) summary of institutional outreach and public service programs and an executive assessment of outcomes.

   Current support services offered are as follows:

   - *Vocational Rehabilitation Counseling - Through a cooperative agreement with the Idaho Division of Vocational Rehabilitation a Counselor and office assistant is housed on the EITC campus to provide assistance to high school age clients in their transition to work and/or college.*

- *Workforce Investment Act - Through a cooperative agreement with the Department of Commerce/Labor a WIA Caseworker is housed on the EITC campus to provide support services to students who are funded through WIA. This person works closely with EITC faculty and staff to facilitate the success of their clients.*

- *Counseling - Admission, academic, and vocational counseling services are provided to assist students in their educational endeavors. In addition, substance abuse prevention counseling, crisis intervention, and short-term personal and group services are available.*

- *Jordon Library – The 8,680 square foot library facility has holdings of over 22,000 volumes, 35 computers for student use, a growing professional development section for instructors, and access to research databases (EBSCO) for both students and faculty.*

- *Tech Prep - Through a cooperative agreement with the area school districts, a Tech Prep Office is housed on the EITC campus. The office is staffed by the Tech Prep Coordinator and office assistant. The Coordinator works closely with area high school faculty and EITC faculty in the creation and maintenance of tech prep articulation agreements. Tech Prep program participants are assisted by the office staff in the transition from high school to college.*

- *GED Preparation, Basic Skills Assistance, and Testing – The ABE division served 1,621 students in FY05. Through the Tests of Adult Basic Education (TABE), student skills are evaluated for placement in appropriate remedial classes.*

- *Writing and Math Center (WMC) – The WMC includes individual and small group tutoring in math and writing. In 2005, the WMC began tutoring services to students in required program courses such as anatomy and physiology, accounting, and computer networking.*

- *English as a Second Language (ESL) – ESL students are served through the ABE division. Students are placed according to their English proficiency in appropriate classes held on campus and throughout the region.*

- *Job Education & Training (JET) – This program is funded through Health & Welfare and administered by the ABE division. JET provides educational and workplace skills for low-income parents of dependent children.*

- *Greater Opportunities to Achieve Life Skills (GOALS) - This project is designed to assist disabled youth in receiving specialized pre-vocational, vocational, and independent living skills.*

- *Center for New Directions – Assists the community and students with career planning, individualized career search, personal growth and career exploration, walk-in counseling, and assistance in application for educational programs and financial aid.*

- *Job Placement - Assistance is given to current and former students in identifying and acquiring employment in occupations related to the training received at EITC. The Placement Director assists students in career development by conducting workshops in interviewing skills, resume writing, and job seeking skills. In addition, the director arranges for on campus interviews by companies in need of employees.*

Over the last three decades, the College has utilized community, state, and federal resources in combination with a variety of grants to meet the educational and job training needs of employers and residents alike in eastern Idaho. This is evidenced by the creation of the EITC Foundation in 1992, which has already generated funds approaching $3 million. The development of rural community outreach centers that are completely self-supporting in the communities of Driggs, Arco, St. Anthony, Rexburg, and Salmon speak to the College's ability to operate a sustainable organization.

With college participation by Idaho high school graduates near the lowest in the nation, and with the increasing demand for highly trained workers to maintain Idaho's competitive edge in a global economy, post-secondary training is increasingly important. For over three decades, EITC has provided students with the opportunity to select from 30 Technical Certificates and 15 Associate of Applied Science degree programs. In addition, the College offers comprehensive educational programs and activities through its Regional Adult Learning Center, Workforce Training and Community Education, and its regional outreach centers. These existing educational and job training programs annually provide approximately 10,000 east-central Idaho residents with access to high-quality, high-paying job training, employment upgrade training, basic skills remediation, English as a Second Language, and citizenship courses. Since 1970, employers and residents alike, faced with a changing workplace and technology have come to rely on the College for stability and the opportunity to advance their opportunities for success.

10. **Externally Funded Research**
    Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals for each category.

    Not applicable

11. **Degrees and Certificates Awarded**
    Use data from IPEDS Completion Survey. Report subtotals for each certificate or degree level and the institutional total.

Level	2003	2004	2005	2006 *	Benchmark
01	31	27	24	13 *	
02	70	43	106	67 *	
03	72	73	86	41 *	
Totals	173	143	216	121 *	

* 2006 numbers do not include summer

Level 01 – Awards of less than 1 academic year
Level 02 – Awards at least 1 but less than 2 academic years
Level 03 – Associate degrees

12. **Collaboration with Other Organizations**
    Provide a brief (one or two pages) summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

    The College currently has partnership agreements with Teton Valley High School, the Idaho Transportation Department, The Development Company, and the Salmon Innovation Center. These

partnerships provide state-of-the-art distance learning classrooms in Driggs and St. Anthony.

To ensure the availability of appropriately trained technical professionals EITC has formed collaborative partnerships with east-central Idaho public school districts, state, federal, local agencies and municipalities, economic development organizations, and colleges and universities. These collaborative partnerships include the Idaho Department of Commerce/Labor Job Service offices located in Idaho Falls, Rexburg and Salmon, the Eastern Idaho Superintendents Association (which includes 19 public school districts), Migrant Council, Idaho National Laboratory, and economic development agencies such as Grow Idaho Falls, The Development Company, and the Regional Development Alliance.

Through collaborative partnerships, EITC is taking a proactive stance in promoting economic progress in east-central Idaho by meeting employer needs for trained workers and in providing the necessary skills to residents of this region who seek to gain high-wage employment. These partnerships have served as an important mechanism in surveying employer need for specific job-training programs. By working with local and regional business, industry, and economic development agencies, the College has been able to maintain and successfully update existing training programs in order to keep pace with rapidly changing technology and the economy.

By working with the Eastern Idaho Superintendent's Association, which includes 19 school districts, EITC has been able to ensure that students will smoothly transition from high school to postsecondary education. Our ties with local public school districts in east-central Idaho have been key to the College's ability to establish a successful Tech Prep Program. This long standing relationship has also enabled EITC to operate rural Community Education and Workforce Training outreach sites in the communities of Driggs, Arco, Salmon, Rexburg, and St. Anthony.

Finally, each of the College's fulltime occupational training programs maintain advisory committees consisting of business and industry representatives that provide assistance with curriculum development and curriculum update, supervised work experience locations for students, and employment entry for program graduates.

The College has also developed agreements with the Idaho Migrant Council (IMC). It is intended that the College will continue to work in collaboration with the IMC in the development of new and expanded educational offerings tailored to the Council's needs.

North Idaho College

STRATEGIC PLAN

2004-2007

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North Idaho College

STRATEGIC PLAN 2004-2007

North Idaho College's Strategic Plan 2004-2007 is a three-year plan designed to provide the direction and major goals for the institution based on the college's mission. Each of the major goals and associated objectives are more fully described in the North Idaho College Strategic Plan 2004-2007 found under separate cover.

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(North Idaho College President, Michael Burke, PhD)

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VISION STATEMENT

North Idaho College will be . . .

- A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.
- A student-centered institution that embraces innovation and flexibility in response to community needs.
- The first choice of students seeking an accessible and affordable quality education.
- A caring, supportive learning community where the principles of equality are modeled and promoted.
- An institution dedicated to scholarship, personal growth, and lifelong learning.

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MISSION STATEMENT

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

North Idaho College
STRATEGIC PLAN 2004-2007
Aligned with the SBOE Goals
NIC Performance Measures and Benchmarks
added June 2006

Alignment with SBOE Goals & Objectives	North Idaho College Goals Aligned With SBOE Goals	Anticipated Completion Date
SBOE Goal 1	**1. QUALITY:** Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
NIC Goal 2	2.0 Ensure North Idaho College efficiently and effectively responds to the educational and training needs of the region <u>Performance Measure:</u> Increase program offerings for students in certificate programs, associate degree programs, work related, short-term training, and dual enrollment programs. (This is a new performance measure) <u>Benchmark</u>: Increase by 5% annually the number of new programs offered to students based on a baseline of programs offered in 2005. The 5% increase may be a combination of new offerings in certificate programs, associate degree programs, work- related, short-term training, and dual enrollment programs.	December 2006 - 2007
NIC Goal 5	5.0 Incorporate a continuous improvement component into the planning and assessment cycle to assure accountability and on-going improvement of the college and its programs <u>Performance Measure #1</u>: Increase the number of administrative and support departments that establish department review plans during FY 07. (This is a new performance measure) <u>Benchmark #1</u>: During FY 07, 50% of the administrative and support departments will establish department review plans. <u>Performance Measure #2</u>: Increase the number of instructional departments that establish assessment measures for student learning outcomes and General Education abilities. (This is a new performance measure) <u>Benchmark #2</u>: Increase by 2% annually the number of instructional departments that establish assessment measures for student learning outcomes and General Education abilities beginning fall 06.	December 2006 - 2007
SBOE Goal 2	**2. ACCESS:** Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	

NIC Goal 1	1.0 Ensure that support systems are in place to improve student success and goal attainment Performance Measure: Increase retention and graduation rates of students completing a certificate or associate degree program. (This is a new performance measure) Benchmark #1: Increase fall-to-fall retention rate from 48.5% to 52% for first-time full-time, degree-seeking students entering fall 2005. Benchmark #2: Increase the three-year graduation rate of students entering fall 2005 to 27% up from 24.4% for fall 2002 student cohort.	December 2006 - 2007
NIC Goal 3	3.0 Meet the community's educational and training needs within NIC's role and mission and be recognized as the leader in educational initiatives in the five northern counties Performance Measure: Increase the assessment of educational and training needs of the region. (This is a new performance measure) Benchmark: Increase by 5% annually the number of educational and training opportunities identified by NIC beginning fall 2005. Document the increase of needs assessment surveys given; document the number of partnerships created with 1) business/industry, 2) other educational institutions, and 3) community agencies.	December 2006 - 2007
SBOE Goal 3	**3. RELEVANT:** Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
NIC Goal 4	4.0 Ensure that institutional growth mirrors community needs and regional growth, and that human, technological and physical resources exist to support that growth Performance Measure: Increase enrollment by 2% in certificate programs, associate degree programs, short-term/contract training, or dual enrollment classes. (This is a new performance measure) Benchmark: Increase enrollment by 2% in all programs from fall 2005 to fall 2006. The 2% may be a combination of enrollments in certificate programs, associate degree programs, short-term/contract training or dual enrollment classes.	December 2006 - 2007
SBOE Goal 4	**4. EFFICIENT:** Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
NIC Goal 2	2.0 Ensure North Idaho College efficiently and effectively responds to the educational and training needs of the region (Same Performance Measure as shown above for Goal 2)	December 2006 - 2007

KEY EXTERNAL FACTORS

The success of North Idaho College's Strategic Plan, 2004-2007, is related to the following three key external factors:

1. **Enrollment –** A recent decline in enrollment in some NIC programs is a key external factor not fully within the college's control.

2. **Employment Rate -** Nation-wide there is a correlation between high employment rates and lower community college enrollment. When jobs are readily available, students often choose work over school. A continued rate of high employment is a key external factor not within the college's control.

3. **Funding –** The addition of new programs is related to available funding. A key external factor not always in the college's control is funding.

Office of Planning and Assessment
July 11, 2006
Forwarded to SBOE 7-11-06
Revised document forwarded to SBOE 7-17-06

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Agency Overview

Founded in 1933, North Idaho College is a comprehensive community college that provides a wide array of academic, professional technical, and workforce training programs. NIC enrolls from 4,300 to 4,500 students in its credit courses and programs and has over 12,975 course enrollments (a headcount of 6,926) in various non-credit offerings. NIC offers associate of arts and associate of science degrees in over 40 college transfer programs, and associate of applied science degrees and technical certificates in over 30 professional-technical programs.

North Idaho College is accredited by the Northwest Association of Schools and Colleges. The Nursing Program is accredited by the National League for Nursing Accrediting Commission.

NIC's 45-acre campus is located on the shores of beautiful Lake Coeur d'Alene. In addition to the main campus, the college delivers courses at the NIC Workforce Training Center in Post Falls and through outreach centers located in Sandpoint and in the Silver Valley. Additional courses are offered at various sites throughout the five-county service area through an extensive network of interactive video classrooms, and through the Internet. Classes are also offered at area high schools through NIC's dual enrollment program.

Of the 4,369 students taking credit classes or programs during the fall 2005 semester, 91% of them were from Idaho and approximately 9% were from other states. By gender, 63% of NIC students are female and 37% are male. In the fall 2005 semester, 58% of NIC's students were full-time and 42% were attending part-time. The four top majors for NIC students include General Studies, Business Administration and Management, Education, and Nursing/ Pre-Nursing.

The college is governed by a locally elected board of trustees who hires the president of the institution. The organizational structure of the college includes senior level administration, professional staff, instructional staff and classified staff. There are over 800 people employed by North Idaho College, 447 are full-time and 372 are part-time. The faculty includes 153 full-time instructors and 140 part-time instructors. The administrative/professional staff total 147, and the classified staff totals 379.

Revenue for the operation of the college and its programs comes from a combination of sources including state appropriation, local property taxes and student tuition.

Core Functions

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in professional technical courses and programs. As a part of professional technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for professional technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.
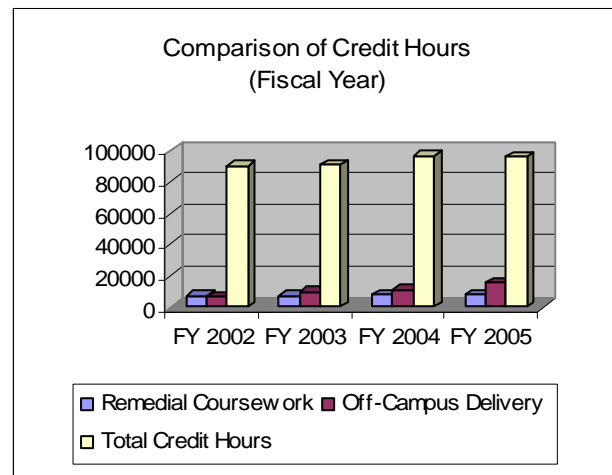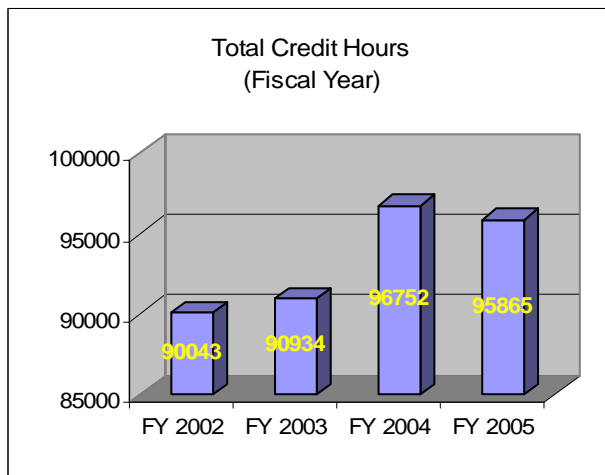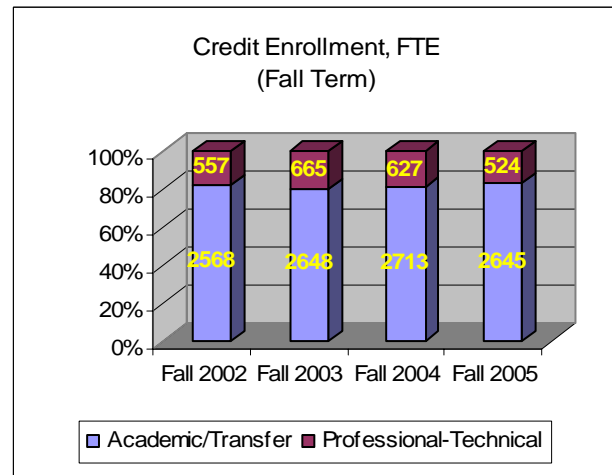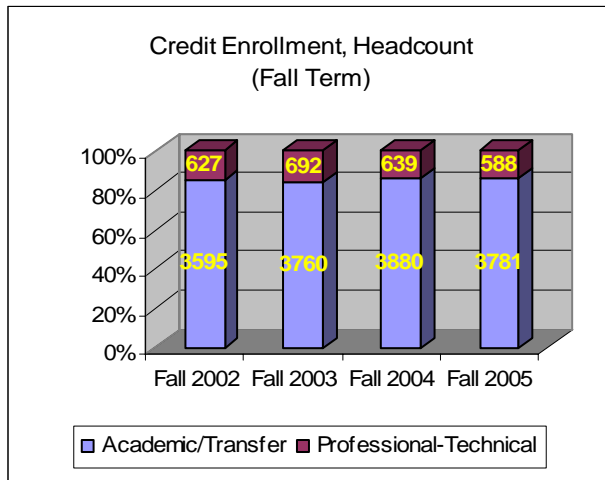
Revenue and Expenditures:

Revenue	FY 2002	FY 2003	FY 2004	FY 2005
General Fund	$9,930,500	$9,128,500	$9,612,000	$9,942,800
Liquor Funds	$150,000	$150,000	$150,000	$151,000
District Levy	$4,879,400	$5,198,100	$5,526,200	$5,847,700
Tuition and Fees	$5,275,800	$6,090,600	$6,982,200	$7,938,300
County Tuition Payments	$673,000	$773,000	$773,000	$876,000
Miscellaneous	$641,5005	$655,800	$572,800	$1,822,400
Total	**$21,550,200**	**$21,996,000**	**$23,616,200**	**$26,578,200**
Expenditure	**FY 2002**	**FY 2003**	**FY 2004**	**FY 2005**
Personnel Costs	$16,240,900	$16,157,600	$17,055,600	$19,051,900
Operating Expenditures	$4,670,900	$5,164,600	$5,931,000	$6,862,800
Capital Outlay	$638,400	$673,800	$629,600	$663,500
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$21,550,200**	**$21,996,000**	**$23,616,200**	**$26,578,200**

Revenues

Expenditures
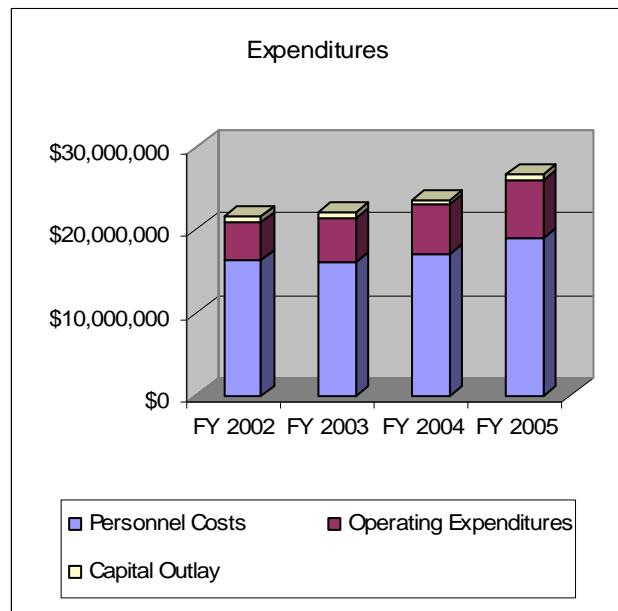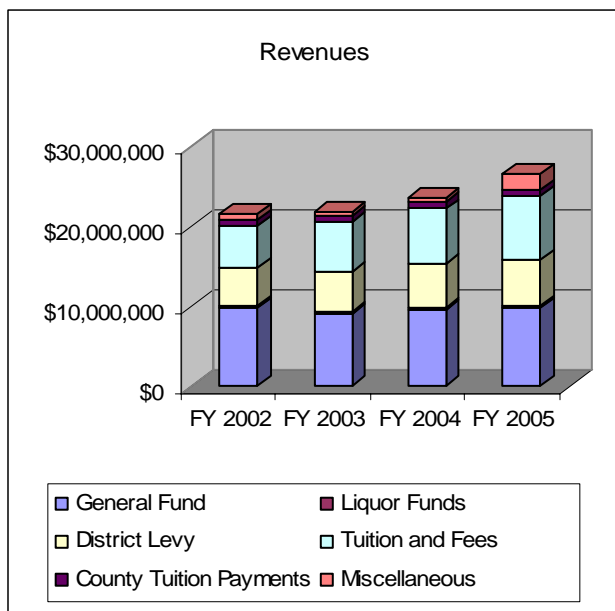
Profile of Key Services Provided

Key Services Provided	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Enrollment in Courses and Programs				
Credit Enrollment, Headcount				
Academic/Transfer Headcount	3595	3760	3880	3781
Professional-Technical Headcount	627	692	639	588
Total Headcount	4222	4452	4519	4369
(Fall Term)				
Credit Enrollment, FTE				
Academic/Transfer FTE	2568	2648	2713	2645
Professional-Technical FTE	557	665	627	524
Student FTE Total	3125	3313	3340	3169
(Fall Term)				

Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Total Credit Hours by Year				
Credit Coursework Total Credit Hours (Fiscal Year)	90043	90934	96752	95865

Credit Enrollment, Headcount (Fall Term)

Credit Enrollment, FTE (Fall Term)

Total Credit Hours (Fiscal Year)

Comparison of Credit Hours (Fiscal Year)

Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Remedial Credit Hours				
Remedial Coursework Total Credit Hours (Fiscal Year)	7134	7458	7842	7875

Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Off-Campus Credit Hours				
Off-Campus Delivery Total Credit Hours (Fiscal Year)	6454	9370	11366	15399

Remedial Coursework Credit Hours (Fiscal Year)

Off-Campus Delivery Credit Hours (Fiscal Year)
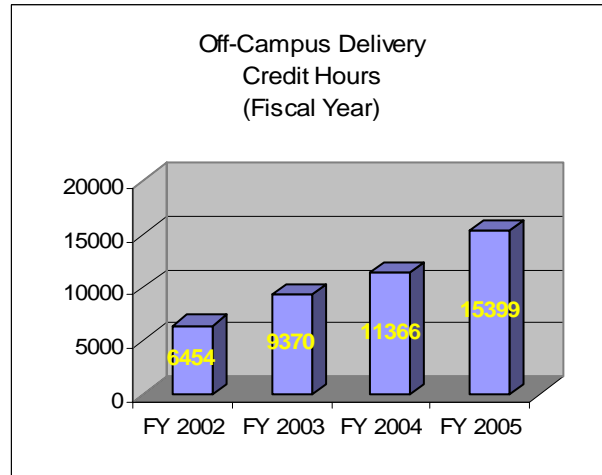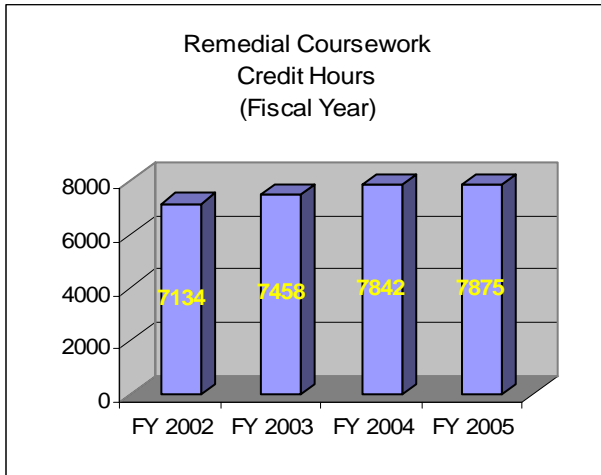
Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Degree and Certificates Awarded				
Degree & Certificates Awarded, Credit Students				
Certificates	113	107	131	124
Associate degrees	486	535	438	478
(Fiscal Year)				

Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Graduation Rate				
Graduation Rate, Credit Students*				
Obtain a degree from NIC	26.7%	27.6%	29.0%	25.1%
(to date)	(Fall 98 cohort, N=776)	(Fall 99 cohort, N=856)	(Fall 00 cohort, N=946)	(Fall 01 cohort, N=826)

Note: Only one degree is listed for a student. Summer 2005 s the latest degree listing used

Degrees & Certificates Awarded Credit Students (Fiscal Year)

Graduation Rate Credit Students (to date, Summer 2005)
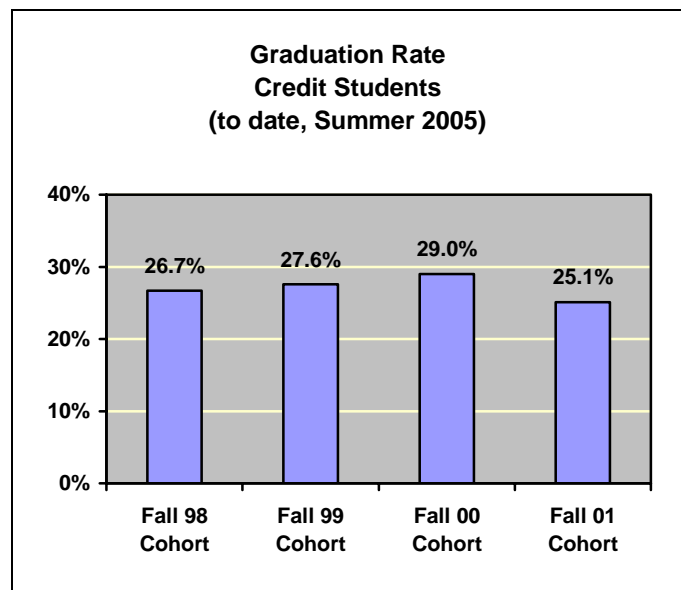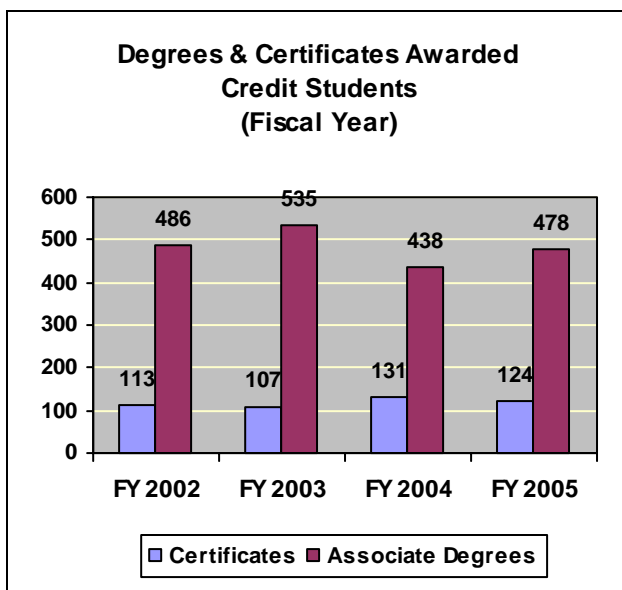
* First-Time, Full Time Degree Seeking Students

Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Professional-Technical Positive Placements				
Professional-Technical Positive Placements (Fiscal Year)	97%	92%	92%	91%

Key Services Provided	FY 2002	FY 2003	FY 2004	FY 2005
Non-Credit Enrollment - Headcount				
Non-Credit Course Enrollment, Duplicated Headcount Workforce Training Center Headcount (Fiscal Year)	7546	8122	9305	12975
Non-Credit Enrollment, Unduplicated Headcount Workforce Training Center Headcount (Fiscal Year)	5905	5227	6574	6926

Workforce Training Course Enrollment Duplicated Headcount (Fiscal Year)
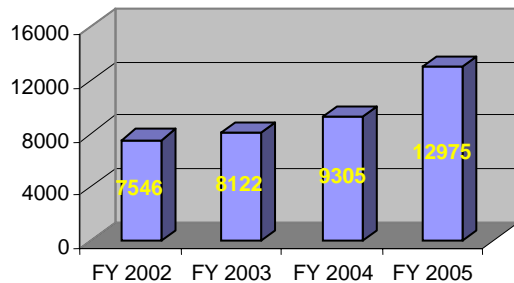
Workforce Training Unduplicated Headcount (Fiscal Year)
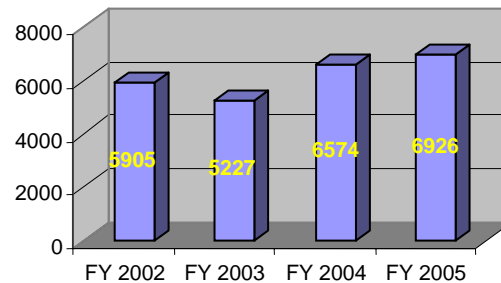
Key Services Provided	2002	2003	2004	2005
GED Credentials Awarded				
GED, Non-Credit Students GED Credentials Awarded (Calendar Year)	507	501	465	462

GED Credentials Awarded
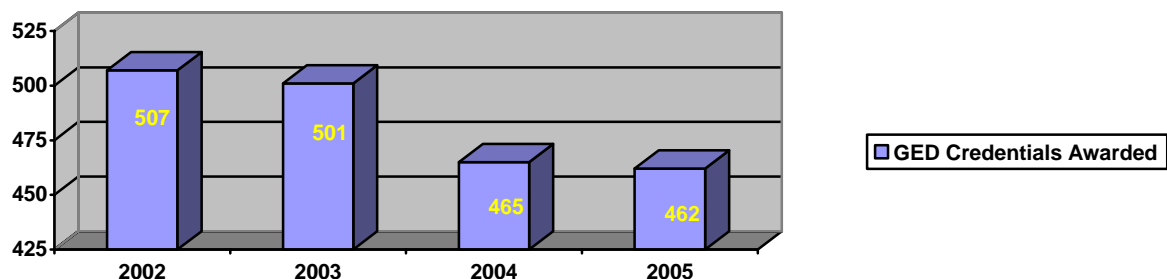
Performance Highlights

Meyer Health and Sciences Building Opens
The $11.9 million building opened in the fall of 2005. The 57,000-square-foot building includes classrooms, two auditoriums, and labs, and houses the sciences and health professions divisions.

New Programs Added
Three new professional-technical programs were added – Outdoor Power/Recreational Vehicle Technology, Landscape Technology, and Human Resources Assistant. The college also reinstated the Welding program.

Dual Credit Program Expands
NIC's dual credit program which allows high school students to enroll in NIC classes for both high school and college credit expanded with new classes offered at various high schools in North Idaho.

Workforce Training
NIC's Workforce Training Center posted a 37 percent increase in enrollment for fiscal year 2005.

Student Newspaper
The Sentinel won several national awards including competitions against four-year colleges and universities. The paper has won The Best of Show Award from the Collegiate Press for four consecutive years.

Athletic Honors
The women's basketball team and the softball team both received national honors for their academic achievements.

Auditorium Equipment
Boswell Hall Schuler Auditorium received $92,000 of new sound and lighting equipment through a generous donation.

Molstead Library
The largest academic library in Idaho's five northern counties, Molstead Library houses more than 68,000 volumes. The library offers access to regional collections and is open to the public.

For More Information Contact

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College of Southern Idaho
STRATEGIC PLAN

2005-2010

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College of Southern Idaho
STRATEGIC PLAN 2005-2010

Preamble:

This iteration of the College of Southern Idaho strategic plan shows a very close alignment between the unique mission-oriented goals of the college and the systemic goals and objectives of the State Board of Education.

This side by side comparison of the goals of the two entities demonstrates the College's commitment to discharge its institutional responsibilities while collaborating with sister institutions and agencies in the delivery of community and student opportunities.

Gerald R. Meyerhoeffer, President

MISSION STATEMENT

The College of Southern Idaho, a comprehensive community college, provides educational, social and cultural opportunities for a diverse population of South Central Idaho. In this rapidly changing world, CSI encourages our students to lead enriched, productive and responsible lives.

College of Southern Idaho
STRATEGIC PLAN 2005-2010

*Indicates % of tracking alignment; ie, Tracks 80% to SBOE Goals & Objectives

Alignment with SBOE Goals & Objectives	College of Southern Idaho GOALS & OBJECTIVES	Anticipated Completion Date
*Quality tracks 85%	**1. QUALITY:** Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.	
	CSI Quality Goals and Objectives	
Competitiveness CSI Goal II	1.1 Discharge duties inventively and creatively... The goal of "innovation" is to establish and to maintain the inventive spirit of the College. (CSI Goal II, "Innovation", statement of strategy.)	On-going
II-A,1; II-A,2 II-B,1; II-B,2	Objectives	
	1.1.a Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1)	Annually
	1.1.b Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function; student preparation and instructional methods; student performance and outcomes. Take corrective action where indicated. (II-A,2)	Annually
	1.1.c Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1)	On-going
	1.1.d Provide faculty, staff, and administration experience with emerging technologies. (II-B,2)	On-going
Achievement CSI Goal IV	1.2 Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. (CSI Goal IV, "Fully Develop Resources", statement of strategy)	On-going

IV-A,1; IV-A,3; IV-A,4; IV-B,2; IV-B,7	Objectives	
	1.2.a Institute and refine system-wide professional development and renewal. (IV-A,1)	Complete
	1.2.b Cooperatively review personnel classification system; job descriptions; and evaluation process. (IV-A,3)	Complete
	1.2.c Reaffirm salary competitiveness goals. (IV-A,4)	Annually
	1.2.d Develop grounds and facilities that are safe. (IV-B,2)	Complete
	1.2.e 2004 Initiative on Safety and Security. (IV-B,7)	On-going
Well informed Citizenry CSI Goal I	1.3 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, "Service", Statement of Strategy)	On-going
I-C,3; I-D,1; I-D,2; I-D,3; I-D,4	Objectives	
	1.3.a Establish a systematic survey process to obtain input about the quality of service exhibited by the College, internally, with former students, and with the community at large. (I-C,3)	Annually
	1.3.b Develop process for balancing student growth with quality instruction on an ongoing basis. (I-D,1)	Complete
	1.3.c Set expectations for quality programs and services by assuring that standards of performance and measurements of compliance are in place. (I-D,2)	Annually
	1.3.d Assure quality of instruction in all programs in cooperation with faculty, department heads, division directors, and deans. (I-D,3)	On-going
	1.3.e 2004 Initiative on Quality Instruction and Student Growth. (I-D,4)	Annually

*Access tracks 90%	**2. ACCESS:** Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.	
	CSI Access Goals and Objectives	
Skills, Knowledge, Social awareness CSI Goal I	2.1 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, "Service", statement of strategy)	On-going
I-A,1; II-A,3; I-B,2; I-B,3	Objectives	
	2.1.a Assure a student's continuing access to educational and training opportunities. (I-A,1)	Annually
	2.1.b Assure that the needs of special populations and persons with disabilities are anticipated. (II-A,3)	On-going
	2.1.c Expand recruitment of multicultural, highly able, and international students; and recharge programs that promote understanding of diversity internally and externally. (I-B,2,3)	Annually
Workers, Citizens, learners CSI Goal III	2.2 In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses and community organizations. (Goal III, "Partnerships", statement of strategy)	On-going
III-C,1, III-C 2; III-D,1; III-D,3; I-A, 3; II-B, 1 III-D, 5	Objectives	
	2.2.a Broker four-year degree and advanced degree offerings in the service area; cooperatively construct a higher education center for the easy access of service area students to four-year and advanced degree offerings. (III-C,1,2)	Annually
	2.2.b Maintain and clarify the process for responsive-ness to training requests from business. (III-D,1)	Annually
	2.2.c Create just-in-time training opportunities. (III-D,3)	Complete

	2.2.d Reinvigorate programs to increase recruitment, retention, and placement of students. (I-A,3)	On-going
	2.2.e Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1)	On-going
	2.2.f Maintain and invigorate partnerships with community organizations to further cultural and artistic programs and events. (III-D,5)	Annually
*Relevant tracks 90%	**3. RELEVANT**: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.	
	CSI Relevant Goals and Objectives	
Relevant	3.1 Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions and reasonable risk may be a part of the College enterprise. (CSI Goal II, "Innovation", statement of strategy.)	On-going
Citizens, Workforce, Business/ Industry	3.2 Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1)	Annually
II-A, 1; II-A,2; II-A,3; III-D, 4; II-C,1; IV-C,1	Objectives	
	3.2.a Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function... (II-A,2)	Annually
	3.2.b Continuously analyze, regularly report upon and make recommendations related to improvement opportunities in distance learning, internet, and the evolving data, video and voice technologies. (II-A,3)	On-going
	3.2.c Provide organizational leadership in regional economic development. (III-D,4)	Annually
Governments II-C,1; IV-C,1	3.3 Maintain and establish cordial working relationships with supervisory agencies and elected officials. (II-C,1)	On-going
	3.4 Manage and invest money resources prudently on behalf of the public in the service area. (IV-C,1)	Annually

*Efficient tracks 80%	**4. EFFICIENT:** Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.	
Efficient	**CSI Efficient Goals and Objectives**	
	4.1 In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses, and community organizations. (CSI Goal III, "Partnerships", statement of strategy)	On-going
Maximum Benefit from Resources	4.2 Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. (Goal IV, "Fully Develop Resources", Statement of strategy)	Annually
IV-C,1; IV-C,2; II-C,2; II-C,3; I-A, 4; II-B,1; II-B,2 II-B,3	Ojectives	
	4.2.a Promote an entrepreneurial environment. (Goal II, "Innovation")	On-going
	4.2.b Manage and invest money resources prudently on behalf of the public in the service area. (IV-C,1)	Annually
	4.2.c Develop budgets annually and provide budgetary responsibility and accountability. (IV-C,2)	Annually
	4.2.d Foster acceptance of the expectation that employees participate in seeking funding to supplement State general fund monies. (II-C,2)	Annually
	4.2.e Promote grant development and Foundation activities. (II-C,3)	Annually
	4.2.f Initiative on alternative funding. (II-C,4)	On-going
	4.3 Institutionalize a minimum standard of "computer literacy" for degree-seeking students and expectations of compliance. (I-A, 4)	Complete
	4.3.a Assess and enhance technology for students, staff, faculty and administration. (II-B, 1,2,3)	Annually

Agency Overview

The College of Southern Idaho's mission, as a comprehensive community college, is to provide educational, social and cultural opportunities to the diverse population of South Central Idaho. Its service area is defined in the Idaho Code as the eight counties of the Magic and Wood River Valleys and a portion of Elmore County.

CSI offers its programs and classes at sites in Gooding (The Northside Center), Burley (The Mini-Cassia Center) and Hailey (The Blaine County Center) as well as the nearly 350 acre main campus in the center of Twin Falls. CSI's extensive proprietary microwave system delivers classes and programs to college students as well as high school students in dual enrollment. It is the fastest growing institution of higher education in the state.

As embodied in the Idaho Code, the College of Southern Idaho is governed by a five member Board of Trustees who manage the College through a total of 392 faculty, administrators and staff. Trustees are elected from within the College District comprised of Jerome and Twin Falls Counties. The 16 year average tenure of the Trustees has given continuity and stability to the College. In July of 2005, Dr. Jerry Beck succeeded Jerry Meyerhoeffer as only the third President in the College's forty year existence.

In the July 2005 letter of continuing accreditation for the College, the Northwest Commission on Colleges and Universities commended CSI's performance in several areas. Perhaps most notable are recognition of faculty, staff and administration "...for creating an environment of collegiality and learning"; and recognition "for creating a place where students are valued and respected." The College was recognized by the Twin Falls Chamber of Commerce as a community asset that is "the heart and soul" of the community.

The College of Southern Idaho provides support and leadership to economic development efforts in all of South Central Idaho. It was instrumental in recruiting and retaining firms that contribute to a 2.5% unemployment rate in the area. This last year, CSI actively led recruitment of: Hilex-Poly (Plastics); Jayco (RV trailers); Kiefer-Built (Trailers); Gossner Cheese; Mulholland Positioning Systems; Les Schwab (Tire manufacturer); and, Dutchmen Manufacturing (RV trailers).

CSI partners with industry, school districts and others including sister institutions of higher education. Probably more than any other industry, CSI has developed a relationship with health care providers in Magic Valley and the State of Idaho. The critical shortage of nurses and other health care professionals has prompted the College to expand its programs. Although the numbers of graduates in RN an PN classes have nearly doubled, there is still a waiting list for these programs. Other health science programs would be expanded with additional facility availability. In order to fully realize the potential of CSI's health science programs, it is necessary to add a Health Science Center to the campus in Twin Falls. The center will be housed in a new building for which the College seeks support from the Permanent Building Council and the Legislature. Creating such a center and moving programs from the present location will not only promote health science but allow the College and sister institutions to utilize the vacated space for the higher education programs that have been the substance of prior years' requests for a higher education building. This proposal would be tantamount yielding two square feet of space for one square foot of construction cost.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33, Idaho Code. While there is no formal divisional structure at the College, the primary functions may be categorized as: Instructional, Student Support, Financial support, Administrative and Community Relations.

Instructional:
The primary function of the College of Southern Idaho stated in the Idaho Code is "instruction in academic subjects, and in such nonacademic subjects as shall be authorized by its board of trustees". (33-2102 I.C.) Academic programs are submitted to the Idaho State Board of Education for approval. The State Board of Education acts under the authority granted in Article IX, Section 2 of the Idaho Constitution and Title 33, Chapter 1, I. C.) The College offers 71 academic programs and 82 professional technical programs.

Student Support:
Support for CSI students is delivered through departments (Advising, Records, Financial Aid, New Student Services, Multicultural Student Services, Student Disability Services) that assist students in seeking access to college offerings, developing while a student, and assisting in the transition to work or additional education. All personnel and programs are approved by the Board of Trustees under their authority in Chapter 21 of Title 33, Idaho Code.

Financial Support:
Also under the authority of the Trustees, financial management of the College's funds is carefully overseen by the Business office. This office manages the various sources of funds directed to the College: state, federal and grant funding. Sources of funding include grants from both public and private funders as well as the CSI Foundation, a twenty-one year old 501(c)(3) entity with 21 million dollars in assets.

Administrative Support and Community Relations:
Personnel who act as administrators are hired by the Board of Trustees. The President of the College, Jerry Beck, Ed.D; Executive Vice President, Claudeen Buettner, Ed.D; Financial Vice President, Mike Mason, CPA; Vice President and Executive Director of the Foundation, Curtis Eaton, JD are the senior administrators.

Also included in administrative support, within the Office of the President, is Plant, Facility and Security. College buildings, maintenance, and functionality for student success was a point of commendation in the recent accreditation report from the Northwest Commission.

Community relations are a critical element in the operation and management of the College. CSI is actively engaged in economic development most notably as a charter member of the Southern Idaho Economic Development Organization. The College invites use of its resources as well. As shown in the "Profile section below, the College offers numerous community education opportunities from elementary school children to senior adults. Also see "Agency Overview" for recent economic development activities.

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	Est FY 2006
State General Fund	$9,410,800	$9,612,000	$9,942,700	$10,495,300
Dedicated Liquor Fund	$150,000	$150,000	$150,000	$150,000
Inventory Phaseout Tax	$514,000	$537,300	$568,700	$560,000
Property Taxes	$3,025,300	$3,301,600	$3,340,000	$3,564,500
Tuition and Fees	$4,984,300	$5,772,300	$6,464,900	$6,709,000
County Tuition	$1,732,400	$1,640,600	$1,715,000	$1,700,000
Misc Other Revenue	$1,000,600	$1,153,900	$1,304,400	$1,339,200
Total	**$20,817,400**	**$22,167,700**	**$23,485,700***	**$24,518,000**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**Est FY 2006**
Personnel Costs	$14,380,300	$15,450,600	$17,382,100	$18,479,400
Operating Expenditures	$2,380,800	$1,828,300	$1,913,300	$1,913,200
Capital Outlay	$3,774,000	$4,888,200	$4,125,300	$4,125,400
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$20,535,100**	**$22,167,100**	**$23,420,700***	**$24,518,000**

*Difference is unbudgeted 1% salary @ $65,000

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
CSI Performance Measures				
Headcount - Total Freshmen Admitted	3,929	4,627	5,728	4,592
Headcount – Total Freshmen Enrolled Full Time	920	1,022	1,946	1,820
Remediation – Total Number of Students	3,373	3,625	3,749	3,819
Remediation Total Number Credit Hours	14,558	15,622	16,450	17,525
Retention – Completers or Continuing Students	53.4%	51.9%	51.4%	50.1%
Graduation Rates – Total Degree Earners	25.07%	26.15%	24.35%	22.34%
Remote Credits - Academic	22,980	24,029	24,180	28,793
Remote Credits – Technical	3,111	4,157	4,004	4,959
Pass Rate/Licensure/Certification			See Performance Highlights	
Employer Satisfaction (very satisfied =10)	8.0	8.66	8.64	n/a
Transfers in to CSI	565	595	639	686
Outreach Public Service			See Performance Highlights	
External Grant Contracts	$10,737,999	$11,022,727	$9,974,906	$9,947,280
Degree & Certificates Earned	762	783	803	875
Collaboration Partnership Activities		See Agency Overview and Core Functions		
Eight County Participation Rate	11.8%	11.5%	11.2%	11.0%
Average section size full time/part time	19.4/14.2	19.27/14.72	19.71/15.10	20.26/14.74
Sections using Blackboard - number of courses/number of students	248/3,683	291/3,380	341/4,153	419/4,576
Number of faculty integrating Blackboard	121	203	257	282
Promise Scholars - College match/CSI Foundation match	$188,000/$63,250	$167,000/$12,000	$232,360/$74,375	$285,690/$92,190
Maintain or increase state general funding levels	4.97%	3.84%	3.44%	Est 5.56%
Departmental pursuit of minimum of one external discretionary grant annually	55% (18 of 33)	51.72% (28 of 58)	58% (11 of 19)*	75% (12 of 16)**
Contracted employees by gender female/male	51.4%/48.6%	50.38%/49.62%	49.36%/50.64%	49.23%/50.77%
Contracted employee diversity (nonwhite)	5.2%	4.6%	5.9%	5.6%
Rate of employee turnover (less retirements)	5.2%	4.2%	3.3%	3.7%
CSI salary levels (percentage of Mt States Ave/percentage of North Idaho College	96.7%/96.3%	91.7%/96.7%	94.6%/97.6%	93.6%/na
Staff salary meets minimum range for similar state of ID employees	100%	100%	100%	100%

*2005 based on number of Departments (previously based on number of Programs)
**2006 based on Instructional Departments

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Percentage of students rating CSI education good or excellent compared to national peer group (CSI/peer group)	86%/86%	89.1%/86.5%	92.3%/86.4%	n/a
Percentage of students rating CSI support to succeed at CSI compared to national peer group (CSI/peer group)	71%/70%	72.4%/68.6%	72.9%/69.1%	n/a
Percentage of students rating good relationships with CSI faculty compared to national peer group (CSI/peer group)	59%/64%	57.6%/60.1%	67.9%/60.7%	n/a
Percentage of students rating good relationships with CSI administration and offices (CSI/national peer group)	42%/42%	44%/38.4%	47.4%/39.8%	n/a

Performance Highlights

Pass Rate/Licensure/Certification
Pass rates for CSI students are consistently above the national norms.

Outreach Public Service
The College of Southern Idaho is committed to outreach and public service. Classes are provided by the College's five off-campus centers located in Jerome (Workforce Development Center), the Mini-Cassia Center in Burley, the North Side Center in Gooding and the Blaine County Center in Hailey. The fifth off-campus center is at the micron plant in Boise.

During FY 2006 the College worked in partnership with 21 high schools and school districts.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1 Average number of instructional sections – full time/part time	12.4/3.8	11.84/3.65	11.55/3.39	10.92/3.43	12/4
2. Average number of enrollments - full time/part time	240/53.6	228/53.78	227.71/51.17	221.30/50.51	240/54
3. Computer literacy pass rate	60.29%	78.6%	90.4%	93.0%	100%
4. Percentage of grants development supporting Strategic Plan	95%	84.85%	100%	100%	90%
5. CSI Foundation fund raising strategies support the Strategic Plan	100%	100%	100%	100%	100%

Performance Measure Explanatory Note:

Prior CSI Unique indicators that may have statewide applicability.

For More Information Contact

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Idaho Division of Professional - Technical Education
STRATEGIC PLAN

2007-2011

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Division of Professional-Technical Education
Strategic Plan 2007-2011

The Division of Professional-Technical Education is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. Professional-technical education provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace. The type of education required for people preparing for careers has changed radically. The percentage of all occupations requiring technical training, but less than a four-year degree has grown from less than 20 percent in the 1950's to 65 percent today. Jobs, especially those requiring less than a baccalaureate degree, are becoming increasingly sophisticated requiring quality technical education as well as a solid academic foundation. Professional-technical education is the delivery system for addressing this need. In step with the changing economy, professional-technical education has made significant changes in curriculum, scope and delivery of courses, services and programs.

This plan is a map for both the professional-technical education system that can help to inform, organize and affect continued efforts to deliver these programs and services to people in the State of Idaho. It is a component of the broader strategic plan developed by the State Board of Education (SBOE) and contributes to a seamless system of educational services. To illustrate the connection between our plan and the SBOE, supported SBOE strategic plan goals and objectives are listed after each of the Division's objectives.

The strategic planning cycle is dynamic, decentralized and enhances our continuous improvement philosophy. The development of this plan is only the beginning. Its ultimate impact will depend on the efforts of dedicated teachers, administrators and business people. We, in the Division, appreciate the opportunity to help facilitate those efforts and encourage suggestions for improvements and new goals, objectives and strategies.

Mike Rush, State Administrator

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VISION STATEMENT

A qualified, skilled workforce is essential to the competitiveness of Idaho's businesses and industries, the effectiveness of the public sector, and the well-being and safety of Idaho's citizens. Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes necessary to compete effectively, work efficiently and safely while balancing responsibilities to the family and community.

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Professional-Technical Education spans educational levels, contributing to a thorough education for youth by providing them with career knowledge, technical skills and attitudes necessary to succeed in the workplace. Programs for youth are provided through the secondary schools operating in concert with the technical college system to provide a continuum of education and training opportunities.

Professional-Technical Education also focuses on providing adults with the skills necessary to perform effectively in the workplace, including skills needed for entry, reentry or advancement. Programs for adults are delivered through the technical college system as well as special arrangements with the private sector. Workforce education and training is delivered in close collaboration and cooperation with other state entities involved in workforce development.

Quality, accessibility, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education system.

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MISSION STATEMENT

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

KEY EXTERNAL FACTORS

- ➢ Rapid technological changes in the workplace and the diversification of Idaho's growing job market.

- ➢ Capacity of the technical college system to accommodate individuals seeking postsecondary-technical education.

- ➢ Identifying and certifying an adequate supply of highly qualified professional-technical instructors.

- ➢ Lack of a statewide student data system.

- ➢ Increasing support requirements and decreasing staffing resources.

- ➢ State and federal legislation that impacts the professional-technical education system.

- ➢ Revenues necessary to operate the professional-technical education system are intricately connected to the economy of the nation and state.

- ➢ Low employment rates shift postsecondary enrollments from credit programs to short-term training courses.

Professional-Technical Education
STRATEGIC PLAN 2007-2011

Alignment with SBOE Goals & Objectives	Professional-Technical Education GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system.	
SBOE 4-10	Objective 1: Promote initiatives that improve the quality of professional-technical education in Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training.	Ongoing
SBOE 4-3	Objective 2: Promote the delivery of community college services through the technical college system.	Ongoing
SBOE 2-7, 4-4	Objective 3: Promote business and industry participation in professional-technical education using advisory councils in all programs.	Ongoing
SBOE 1-7, 1-9	Objective 4: Increase the number and diversity of qualified professional-technical educators by supporting teacher educator programs and professional development opportunities.	Ongoing
SBOE 1-7	Objective 5: Promote professional development opportunities through Summer Conference, education and training courses, seminars, workshops and conferences.	Ongoing
SBOE 2-3	Objective 6: Provide workforce development systems with information and resources needed to make informed decisions about education and training.	Ongoing
SBOE 2-3	Objective 7: Collaborate with agencies and contractors that develop and provide public sector training courses.	Ongoing

	2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
SBOE 1-5	Objective 1: Expand high demand training programs identified by advisory councils.	Ongoing
SBOE 2-3	Objective 2: Provide distance learning opportunities to expand workforce development training	Ongoing
SBOE 2-3	Objective 3: Support underserved regions develop quality programs and services.	Ongoing
SBOE 2-7	Objective 4: Promote short-term, non-credit and credit courses available through the technical college system.	Ongoing
SBOE 2-6, 2-7	Objective 5: Inform Idahoans about professional-technical education, occupations, educational programs, schools, and scholarships.	Ongoing
SBOE 2-3	Objective 6: Strengthen relationships with industries, agencies, and economic development entities.	Ongoing
SBOE 2-2	Objective 7: Implement policies, procedures and curricula that support articulation between secondary and postsecondary professional-technical education and professional-technical degrees into academic programs.	Ongoing
SBOE 2-7	Objective 8: Assist middle schools / junior high schools in defining and implementing exploratory professional-technical education, family and consumer sciences, and career guidance.	Ongoing
SBOE 1-5, 2-4, 2-5	Objective 9: Expand opportunities that help targeted individuals participate in professional-technical programs and services. (SBOE 1-5, 2-4, 2-5)	Ongoing

	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
SBOE 3-3	Objective 1: Assess and prioritize professional-technical workforce needs.	Ongoing
SBOE 1-3, 3-2	Objective 2: Use continuous improvement processes to assess program quality and effectiveness.	Ongoing
SBOE 1-1-,3-4	Objective 3: Ensure curriculum meets current standards.	Ongoing
SBOE 1-6, 3-2, 4-2	Objective 4: Develop professional-technical education programs using industry standards, licensure and certification requirements, and employer expectations.	Ongoing
SBOE 3-4	Objective 5: Ensure professional-technical education programs have access to the equipment and technology that meet industry standards.	Ongoing
SBOE 1-5	Objective 6: Maintain a system that tracks placement and completion rates for professional-technical education students.	Ongoing
SBOE 4-6, 4-7	Objective 7: Use career clusters to improve the organization and delivery of professional-technical education.	Ongoing
SBOE 4-2, 4-6	Objective 8: Meet the goal of 90 percent or better in overall placement rates and 80 percent or better in training-related and educational placement.	Ongoing
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
SBOE 4-1, 4-5	Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources.	Ongoing
SBOE 3-1, 4-5	Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission.	Ongoing
SBOE 4-5, 4-8	Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system.	Ongoing

Part 1 – Agency Profile

Agency Overview

Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce. Professional-technical education programs are integrated into a larger, educational structure through public school districts, colleges, and universities.

The mission of Professional-Technical Education is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace.

Idaho's professional-technical system consists of three interconnected delivery mechanisms which operate as a single System: the System office is the State Division of Professional-Technical Education (SDPTE); six postsecondary technical colleges; 771 secondary technical programs and related services throughout the state. The education provided by the System includes high school programs, postsecondary programs, workforce upgrading and retraining, customized training for new expanded industry, and fire service, hazardous materials, and emergency services training.

The Division of Professional-Technical Education is the administrative agency of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary through adult. It is responsible for state, federal, and dedicated funds management. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs, and providing leadership for student organizations. The Division also acts as the administrative agency for the State Occupational Information Coordinating Committee (SOICC) which governs the Career Information System (CIS).

Funding and technical assistance provided by the State Division for the System changes with the specific delivery and training involved. These include:
1. Junior High (7-8) – Funding is limited to special grants targeted at career awareness and pre-vocational exploration. The Division provides considerable technical assistance at the junior high level, particularly related to career guidance and exploration.
2. High school (9-12) – Secondary programs are offered as part of comprehensive high schools or in professional-technical schools. State funding is provided for approved professional-technical programs to offset the "added costs" associated with operating those programs. Funding for the "regular" costs is distributed through the public school funding formula. The professional-technical schools receive special added-cost funding of approximately 1/3 more than the regular public school funds. High schools are also major recipients of federal funds. The Division is the primary source of technical assistance for the secondary programs including curriculum development, program development, program improvement, statewide student organization supervision, and supplemental services to special populations.
3. Postsecondary – The Division, through the state general account, is the primary source of funding for the postsecondary technical college system. The general account pays for the faculty salaries, operating expenses, capital outlay, and local administration. The postsecondary system also receives federal vocational money distributed through the Division. The Division is responsible for providing staff support to the State Board for Professional-Technical Education on programmatic and fiscal issues that relate to the technical college system. Technical assistance is provided to the colleges particularly in maintaining program standards and curriculum development. The technical colleges have primary responsibility for program operation, development, and evaluation.

The agency has 43 FTP employees. Nine (9) of these, however, work for the CIS which is administratively housed within the Division. Of the remaining 34 employees, 7 are federally funded and 27 are funded through the state general account. The Division also includes 491 postsecondary FTP's in its budget.

The Division was established to oversee all professional-technical education and training in the state. It began when the State Board of Education was designated as the State Board for Vocational Education in 1918 and given the charge to hire an administrator. In 1966, the legislature created a system of area vocational schools (postsecondary) which were funded by and responsible to the Division. In the 1980's, these schools were

converted into technical colleges and the two-year Associate of Applied Science degree was added. The Displaced Homemaker Act was also passed in the early 1980's to provide transitional services for displaced homemakers. A dedicated account (divorce fee) was created and responsibility assigned to the agency. In the early 1990's, additional responsibility for Emergency Services Training was given to the agency through the appropriation process. In 1998, the Professional-Technical School was created, providing for high-end technical education at regional centers. In 1999, the name of the Board and the Division was changed from vocational education to professional-technical education.

The CIS provides information to the residents of the state of Idaho that helps them to become aware of the world of work, to understand the link between education and work, and to make successful career decisions. Established in 1980 as Idaho's official career information system, CIS represents the only comprehensive source of career information about Idaho and the nation.

Core Functions/Idaho Code

Statutory authority for the Division of Professional-Technical Education is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Section 33-1002G allows school districts to establish professional-technical schools and 39-5009 established the displaced homemaker account for appropriation to the State Board.

The role of the Division of Professional-Technical Education (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, the Division:
  ➢ Provides statewide leadership and coordination for professional-technical education;
  ➢ Assists local educational agencies in program planning, development, and evaluation;
  ➢ Promotes the availability and accessibility of professional-technical education;
  ➢ Prepares annual and long-range state plans;
  ➢ Prepares an annual budget to present to the State Board and the Legislature;
  ➢ Provides a state finance and accountability system for professional-technical education;
  ➢ Evaluates professional-technical education programs;
  ➢ Initiates research, curriculum development and professional development activities;
  ➢ Collects, analyzes, evaluates, and disseminates data and program information;
  ➢ Administers programs in accordance with state and federal legislation;
  ➢ Coordinates professional-technical education related activities with other agencies, officials, and organizations.

The Division is the administrative agency for the State Occupational Information Coordinating Committee (SOICC). SOICC serves as the Board of Directors for CIS and includes the chief executive officer or their designee from the Office of the State Board of Education, the Division of Professional-Technical Education, the Idaho Department of Commerce and Labor, the Division of Vocational Rehabilitation, and the Workforce Development Council.

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$43,292,200	$44,233,200	$46,055,100	$47,279,900
Economic Recovery Fund Reserve				$1,070,200
Displaced Homemaker	$170,000	$170,000	$170,000	$170,000
Haz Mat/Waste Trans	$66,800	$67,800	$68,800	$68,800
Federal Grant	$7,239,100	$7,849,100	$7,587,300	$7,735,800
Miscellaneous Revenue Fund				$366,500
Unrestricted Current	$281,700	$339,700	$371,900	$434,100
Total	**$51,049,800**	**$52,659,800**	**$54,253,100**	**$57,125,300**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$2,018,500	$2,056,200	$2,229,400	$2,790,800
Operating Expenditures	$285,300	$316,800	$589,300	$507,000
Capital Outlay	$0	$108,200	$21,600	$34,400

Trustee/Benefit Payments	$17,225,800	$17,398,700	$17,764,100	$17,779,100
Lump Sum	$30,636,400	$32,381,600	$33,715,200	$34,927,900
Total	**$50,166,000**	**$52,261,500**	**$54,119,600**	**$56,039,200**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Administration & Supervision (Pgm 01)				
Provide local education agencies with technical assistance in planning, developing, maintaining, and improving professional-technical education -- number of secondary and postsecondary programs	886	910	905	928
Plan and conduct activities to promote quality improvement of professional-technical education -- number of program reviews	431	481	546	638
Provide student organization leadership development through FFA, PAS, FCCLA, DECA, Delta Epsilon Chi, Skills USA, BPA, ITSA, and HOSA -- number of secondary and postsecondary members	12,472	9,981	10,186	10,133
General Programs (Pgm 02)				
Provide quality high school professional-technical programs that are realistic in terms of employment opportunities and consistent with student interests, aptitudes, and abilities -- number enrolled	76,758	77,996	79,098	81,373
Provide Professional-Technical Schools with high-quality programs that are too expensive to offer in the normal comprehensive high school -- number enrolled	3,835	4,282	4,635	4,278
Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education	92.17%	92.67%	92.68%	93.62%
Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education	77.75%	79.45%	77.60%	80.40%
Provide professional-technical short-term classes in upgrading and retraining for individuals employed or seeking a new occupation, customized training for business/industry, and related instruction for apprentices -- number enrolled	29,430	29,357	33,632	33,417
Plan, administer, and deliver uniform, comprehensive statewide fire and emergency services training programs -- students served (*Student count was computed differently in FY2006.*)	4,391	4,769	4,834	7,668*
Postsecondary (Pgm 03)				
Provide professional-technical education opportunities at the postsecondary level -- End-of-Year Full Time Equivalent (FTE)	4,471	4,639	4,347	3,879

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Provide opportunities and improve the articulation of secondary and postsecondary professional-technical education -- number of Tech Prep students enrolled in postsecondary education	375	416	414	545
Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education	94.50%	94.10%	94.20%	93.90%
Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education	85.90%	85.50%	85.60%	87.86%
Unprepared Adults (Pgm 04)				
Help displaced homemakers and single parents to become personally and economically self-sufficient -- number people served	1,831	1,429	1,314	1,089
CIS				
Number of individual users	115,688	110,774	113,980	112,000

Performance Highlights

- The quality of professional-technical education in Idaho has been demonstrated by the success of Idaho students in national professional-technical competitive events. Idaho was recognized by the National Association of Career Technical Education as having the top secondary and top postsecondary students in the nation this past year.
- Professional-technical education has implemented several strategies to support high school reform. These have included developing a specialized integration class to teach teachers how to integrate and enhance academic instruction in a technical setting.
- Although AAS/Certificate enrollment went down this past year due to the low unemployment rates, short-term training enrollment increased by 13.8% since FY2004.
- Health professions enrollment has increased dramatically. At the high school level it increased by 11% this past year and 65% over the past five. At the college level, enrollments increased by 86% over the past five years.
- Demand for professional-technical training has continued to increase. Employers are reporting critical shortages of technically trained people, especially in health and manufacturing.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Number of Tech Prep articulation agreements	375	416	414	545	5% increase per year
2. Number of postsecondary offerings	332	343	343	338*	1% increase per year
3(a). Secondary Placement	92.17%	92.67%	92.68%	93.62%	Above 90% per year

3(b). Postsecondary Placement	94.50%	94.10%	94.20%	93.90%	Above 90 % per year
4. Number of high school PTE sections of applied academic content	579	576	577	568	1% increase per year

Performance Measure Explanatory Note:

#1 above: Tech Prep articulation agreements are an indicator of how well we are supporting articulation between secondary and postsecondary professional-technical education.

#2 above: This number represents the postsecondary programs and options available through the six regional technical colleges. In FY2006, several options were either combined or converted to stand-alone programs; thus, the drop in the number of offerings.

#3a & b above: Report the percent of completers who attain employment, join the military, or continue their education.

#4 above: Benchmark shows the Division's desire to increase the number of sections of applied academic content being provided through PTE classes as an effort to support high school reform.

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VR

Strategic Plan

Idaho Division of
Vocational Rehabilitation

2007 - 2011

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Appendix

Glossary of Terms Specific to the Vocational Rehabilitation Industry

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The Role of Strategic Planning Within The Idaho Division Of Vocational Rehabilitation

The Idaho Division of Vocational Rehabilitation (IDVR) has utilized a Strategic Plan to direct its operations for many years. Establishing goals and objectives has allowed the Division to focus on the future and anticipate changes so that it can best serve the changing needs of its clientele. Planning has also enabled the Division to utilize its resources most effectively, which is essential given the fixed resources available and the dynamics of legislation.

Content and Format

Since Federal and State governments operate according to different fiscal years, IDVR has utilized a calendar year in its Strategic Plan to provide some consistency. This Plan covers calendar years 2007 through 2011. A glossary is attached to provide clarification of terms used by the Vocational Rehabilitation profession.

The Plan is divided into three sections. The first section focuses on the Vocational Rehabilitation Program and presents specific goals, objectives and strategies for achieving these goals. While the majority of these goals relate directly to client services, some goals address behind-the-scenes issues that impact delivery of those services. The Division believes that effective and efficient methods of operation enable the Division to provide a high level of service to its clients.

The following two sections relate to IDVR programs: State Renal Disease and Epilepsy Services while Sections IV and V discuss the role of Strategic Planning within the Division, how the Division will achieve and monitor the accomplishment of goals, and external issues that could significantly impact the Division's ability to achieve its goals.

Timing and Process

IDVR is required to submit a completed Strategic Plan to the Idaho Division of Financial Management no later than July 1, 2006.

As part of the process to develop a final version of the Strategic Plan, Vocational Rehabilitation and the State Rehabilitation Council (SRC) solicit public input from around the State of Idaho through Town Meetings. These meetings are intended to address concerns and considerations of any member of the public regarding issues relating to the Vocational Rehabilitation of individuals with disabilities. Typically, the State Plan is revised annually and the Plan is then submitted to the Rehabilitation Services Administration (RSA), which is located in Washington, D.C. Whenever any significant changes are made to the Plan, the Division must notify RSA. A State Plan was submitted to RSA in June 2006 for consideration.

The Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Our Strategic Plan is intended to promote the goals and activities necessary to assist Idahoans with disabilities in their efforts to return to employment.

Vocational Rehabilitation Program Vision Statement

Your success at work means our work is a success.

Vocational Rehabilitation Program Mission Statement

Preparing individuals with disabilities for employment and community enrichment.

Vocational Rehabilitation Program Goals
2007 - 2011

- ▪ Continually Improve the Quality of Vocational Rehabilitation Services Available for Eligible Idahoans with Disabilities to Prepare For, Obtain, Maintain, or Regain Competitive Employment

- ▪ Ensure That All Eligible Individuals Have Equal Access to Services.

Goal #1 – Continually Improve the Quality of Vocational Rehabilitation Services Available to Eligible Idahoans with Disabilities to Prepare For, Obtain, Maintain, or Regain Competitive Employment

OBJECTIVE 1	MEASUREMENT CRITERIA	TIMELINE
Cultivate and retain a well trained, experienced workforce	Establish a focus group to assess and make recommendations for compensation based on performance.	2007 – 2008

OBJECTIVE 2	MEASUREMENT CRITERIA	TIMELINE
Utilize Information Technology to its maximum capacity.	Identify the technologies, business practices, and barriers that must be addressed to support the full usage of Information Technology within IDVR. Prepare and implement an action plan that addresses these issues.	2007 – 2008
	Utilize technology to increase the efficiency and capacity of office automation, i.e., document imagining, video conferencing, cell phone access to email, and learning management systems.	2007 – 2011
	Enhance Information Technology/Skill Development of all personnel by providing appropriate education and training.	2007 - 2011

OBJECTIVE 3	MEASUREMENT CRITERIA	TIMELINE
Establish statewide consistency for orientation and training to insure continuity among all levels of staff.	Create a Manual of Operations that will outline policies, procedures and examples of best practices.	2007 – 2008
	Develop a comprehensive Training Manual for VR Counselors, VR Assistants, Regional Managers, and Assistant Regional Managers.	2007 - 2009

OBJECTIVE 4	MEASUREMENT CRITERIA	TIMELINE
Ensure an effective Division Marketing Plan.	Develop a statewide plan for employer marketing, especially in regards to the formation of an Employer Network within the State of Idaho.	2007 – 2008
	Assess the effectiveness of increasing employer contacts as well as increased employment opportunities for clients through a pilot project of a Vocational Rehabilitation Assistant performing part time duties as a Job Developer.	2007 – 2008
	Assess the effectiveness of the Job Developer Pilot Project in linking Regional Offices to the employment community.	2007 - 2011

Goal #2 – Ensure that All Eligible Individuals Have Equal Access to Services.

OBJECTIVE 1	MEASUREMENT CRITERIA	TIMELINE
Adequately meet the needs of the increasing Adult Corrections population statewide.	Develop strategies to educate VR staff and IDOC personnel on appropriate referrals and services.	2007 – 2009
	Develop funding opportunities for a residential facility/VR Transition House to provide community integration supports.	2007 - 2011

OBJECTIVE 2	MEASUREMENT CRITERIA	TIMELINE
Enhance revenue opportunities for all VR programs.	Identify, pursue and secure revenue sources. Seek enhancement to the budget, pursue grant opportunities and collaborate with other agencies to develop shared projects.	2007 - 2011

OBJECTIVE 3	MEASUREMENT CRITERIA	TIMELINE
Strengthen partnerships with community partners.	Regularly attend meetings for the Consortium for Idahoans with Disabilities (CID) to support its efforts.	2007 – 2011
	Establish a closer working relationship with the Idaho Commission on Aging.	2007 - 2011

Mission

To provide financial assistance for lifesaving medical care and treatment to Idaho residents who are experiencing end-stage renal disease; and who do not have the financial resources to meet all their end-stage renal disease medical needs; and for whom work is not an option; or are employed, but unable to afford lifesaving kidney related expenses on a continuing basis.

Vision

No Idaho resident experiencing end-stage renal disease should be at risk of death solely due to the inability to financially secure timely and appropriate medical intervention.

Goal #1 – Provide Idahoans experiencing end-stage renal disease with a program for financial assistance for needs relating to life saving medical services.

OBJECTIVE 1	MEASUREMENT CRITERIA	TIMELINE
Achieve a minimum of 90% overall satisfaction rate by Idaho residents served in this program.	Utilize satisfaction survey results from study completed in calendar year 2005 as a baseline against which to compare the level of client satisfaction. The client satisfaction survey will be administered every other year due to the size of the caseload served by the Division through this program.	2007-2011

OBJECTIVE 2	MEASUREMENT CRITERIA	TIMELINE
To ensure adequate funding is directed to the operation of this program.	Continue to monitor the fiscal needs of the program and request legislative support, as necessary.	Ongoing

Methodologies

The Division strives to ensure that all Idahoans experiencing end-stage renal disease have access to financial assistance through this program by requiring that individuals demonstrate financial need to qualify for services. All potential clients are assessed to determine if they have the potential to be eligible for Vocational Rehabilitation Services and are referred to this program, if appropriate. This determination is based upon their ability to work. For those clients found eligible for the kidney

program, only expenses directly relating to renal disease medical services or related goods are covered. To provide a high level of services, the Division works with the treating medical professionals to ensure that the most medically effective and least costly treatment modalities are the treatment of choice.

Program Status

IDVR completed a survey of the Division's Kidney Program in May 2005, mailing questionnaires to 176 current renal program clients. The survey contained seven questions asking clients about their level of satisfaction with the program, IDVR staff, and choice of providers. The survey response rate was 61%.

The results of the Idaho Division of Vocational Rehabilitation's 2005 Kidney Survey verifies overwhelming client satisfaction with services received through the program. Most of the clients responding indicated satisfaction with the program (97%) and believed that the overall quality of their life had been improved because of their interaction with IDVR (96%). In terms of client choice, clients who responded indicated satisfaction with their involvement in decisions relating to the choice of medical services (93%) and service providers (97%). Clients also indicated satisfaction with their treatment by IDVR staff (98%) and the timeliness of services (95%).

Mission and Purpose

The Epilepsy Foundation of Idaho (EFI) is committed to educating people with epilepsy and their families to assist with the problems associated with the disorder. In so doing, persons with epilepsy achieve a better and higher quality of life and the people of Idaho are served through economic savings and increased revenue. EFI works to achieve these goals through unduplicated, comprehensive programs of information and education, advocacy, prevention and the delivery of needed services. EFI serves people affected by the disorder, regardless of age or other criteria. Service response is provided according to individual needs and delivered in an integrated fashion, i.e. individual or family consultation/counseling (either face-to-face or telephone according to transportation limitations), groups, peer support, etc. and by utilizing all resources and appropriate materials, either written or visual. Needed and appropriate referrals are routinely utilized as part of services.

Role of IDVR

This is a flow-through appropriation with no direct programmatic implication for IDVR. A Strategic Plan is submitted to IDVR by EFI and is included with IDVR's Strategic Plan when submitted to the Division of Financial Management. The following is a summary of EFI's Strategic Plan. Please refer to the plan itself for greater detail.

Goal #1 – Serve Idaho families, children and youth affected by epilepsy.

OBJECTIVES	MEASUREMENT CRITERIA	TIMELINE
Provide epilepsy consultation and outreach services to enable individuals and/or families to understand the disorder and be active members of their treatment team. Advocate for individual rights. Ensure pharmaceutical compliance in financial emergencies. Facilitate the social and psychological support that other people with similar experiences can provide. Schools are encouraged to develop understanding and acceptance of children with epilepsy. Seizure recognition and first aid training is provided.	Serve 2,500 per State Fiscal Year.	2007-2011

Goal #2 – Provide health education/training to public groups and to schools.

OBJECTIVES	MEASUREMENT CRITERIA	TIMELINE
Educate people about the causes of epilepsy to prevent seizure disorders. Teach the public about safety and first aid as it pertains to seizures to reduce seizure-related injuries and avoid unnecessary ambulance calls and hospital visits. Foster and encourage public understanding and acceptance of people with seizure disorders.	Provide outreach to 250 individuals per State Fiscal Year.	2007-2011

Goal Achievement and Evaluation

Goal Achievement

The Division operates according to the normal standards of State Government, subject to legislative oversight. Since the Idaho Division of Vocational Rehabilitation operates within the realm of public service, its strategies involve a wide range of participants, all of whom play an important role in carrying out IDVR's mission.

Human Resources

The practice of IDVR is to recruit qualified rehabilitation personnel, as defined by the Rehabilitation Services Administration, with the skills, knowledge and experience that allow them to perform with the high standards necessary in a public/private competitive field. Professionalism is encouraged at all times with a commitment to the Division's mission and a shared vision among staff. Training is available so staff may stay current with standards and practices in the field. Management strategies that motivate and stimulate personnel performance are encouraged. Staff participation in developing the Strategic Plan is solicited so that the Plan is an all Division participation plan.

Cooperative Efforts

IDVR works closely with many public and private entities in fulfilling the need to prepare individuals with disabilities for employment. Formal cooperative agreements exist between IDVR and other state/municipal agencies that provide services complimentary to the goals of IDVR. The Division intends to expand its efforts to establish cooperative working relationships with other service providers and further pursue comparable benefit opportunities.

IDVR staff work closely with special interest groups targeted to serve specific disability populations or promote opportunities for individuals with disabilities. Division employees participate on many committees and councils. As active or ex-officio members, participation is encouraged for staff with specialized skills. The Division may participate in establishing task force groups that complement the mission and purpose of the Division. VR Staff participate in such groups as the Work Force Development Council, the Developmental Disabilities Council and many more. Participation at both State and Regional levels is encouraged to aid in the professional development of staff members and to provide IDVR information for decision-making purposes as well as to educate others about IDVR.

Advisory Boards

As established by Federal mandate, the State Rehabilitation Council (SRC) serves in the capacity to advise IDVR in establishing practices and standards that best serve the needs of individuals with disabilities. IDVR works closely with the SRC to determine client satisfaction, identify counselor needs and review methods, so the Division can improve or enhance services.

In the cooperative efforts between IDVR and other entities, staff participates on other State/community advisory boards targeting specific disability issues. The State Mental Health Advisory Board, the School-Work Transition Projects, Developmental Disabilities Council, Assistive Technology Board, University of Idaho Counseling Board, State Independent Living Council, Council on Exceptional Children, Idaho Association of Community Rehabilitation Programs, and Public Transportation Interagency Working Group are examples of the continued efforts of IDVR to work cooperatively with other entities in achieving its goals.

Customers and Vendors

The intent of IDVR is to work closely with its customers and vendors in establishing quality performance throughout the State. The Division works closely with vendors to ensure quality services and reasonable prices, and strives to work with Federal programs (Social Security Administration, Medicaid, Medicare, etc.) to provide comparable benefits or cost recovery, whenever possible. Certification of many vendors is required to promote continuity and quality. IDVR works continuously to find new and innovative ways to provide necessary quality services to clients with a minimal impact to taxpayers.

IDVR also utilizes a number of tools to accomplish its goals including:

Analysis and Surveys

Every effort is made by the Division to keep abreast of issues concerning services to people with disabilities who are seeking employment. The Division continues to survey special topics and to analyze the findings in an attempt to adjust to the needs of the clients served. The Strategic Plan identifies several areas where the Division hopes to complete studies or ongoing monitoring of services to clients.

IDVR will work with advisory councils, special interest groups, as well as review in-house data to complete the studies. Data is collected on case services, personnel, employment, client satisfaction, etc. and used in annual reviews, administrative reports and special topic analyses determined necessary for evaluation. Reviews determine those areas that are productive and areas for potential improvement. IDVR may also commission a specific study or establish a task force to review results and make recommendations, when appropriate

Plans of Operations

The Division's State and Strategic Plans serve as blueprints for establishing goals and maintaining compliance to standards set forth by Federal and State regulations. Managers are responsible for developing specific activities and action plans for achieving the objectives pertaining to their specific areas of responsibility. These plans are distributed throughout all field offices and are supplied as a guide to the mission and direction the Division intends to pursue. The Division believes in decentralizing appropriate tasks to those areas closest to the decision-making. Public comment is solicited on all plans so that the Division is provided input regarding public interest in Vocational Rehabilitation Services. These plans are monitored frequently for compliance and status of completion.

Division Staff use a variety of tools to achieve and monitor performance. Operations manuals,

Other Resources

special training, survey instruments, performance planning, flow charts, regularly scheduled staff meetings and statewide management meetings are just a few of the tools used to promote the progress of activities. The Division is also in the process of upgrading its Information Technology Infrastructure in an effort to enhance staff performance.

Evaluation Strategies

IDVR utilizes a variety of evaluation strategies in the management of the Strategic Plan as well as the management of the general operation of the Division to ensure goals and objectives are monitored for successful completion. The Division attempts to incorporate current management

Monitoring

strategies and methodologies, whenever appropriate. The primary approaches utilized to evaluate the completion of assignments are:

Division Management

The Planning and Evaluation Manager is assigned to monitor the Division's progress toward meeting the goals of the Strategic Plan. Quarterly, the Central Office Managers, Field Services Bureau Chief and the Administrator meet regarding the progress of their assigned goals and objectives of the Plan. The Plan is reviewed for compliance, applicability, resources, status and necessity for revision. Due to the dynamics in Federal and State legislation, some revision may be necessary due to budgetary or legislative changes. The Planning and Evaluation Manager

monitors the Plan to decide which (if any) elements may be likely to facilitate or impede progress toward completing the Plan. Any problems in completing the Plan are discussed with Central Office Management to determine recommended solutions. The Planning and Evaluation Manager reports the status of Plan completion to the Division's Administrator.

IDVR has recently begun to reorganize the Divisional Management structure to more effectively utilize resources. The Administrator has direct authority over the Field Services Bureau, Fiscal Operations, Information Technology, Human Resources, and Planning and Evaluation. Each functional area has been designated particular objectives in the Strategic Plan. The Managers of these areas are responsible for ensuring the objectives are completed in the time frames specified. The Bureau Chief and Managers may exercise different management practices in achieving their particular goals including the development of activity plans for certain projects. The nature of the activity may warrant the type of management used. Data is maintained electronically for use in quality assurance reviews, client surveys and special program reviews.

Regional Management

Under the direction of the Field Services Bureau Chief, three Zone Leaders, and nine Regional Managers monitor the progress of activities at a regional level. Performance goals are established annually with the Field Services Bureau Chief, Zone Leaders and Regional Managers are responsible for working closely with their staff to achieve these goals. Regional Managers continually evaluate staff performance. The Planning and Evaluation Manager coordinates field office audits. To review overall operations and case service provision, each regional office is reviewed every other year. Special reviews are available, when necessary, due to personnel changes or special administrative requests.

Evaluation strategies and methodologies used by the Division intend to determine the successful completion of the goals specified in the Strategic Plan. Compliance with Federal and State planning assignments and measurement of Federal and State Performance Standards are performed annually. The approach to evaluation by the Division is to determine the impact of services and overall performance.

Establishing and Revising Goals

In the review and monitoring of the Strategic Plan, management will consider the applicability of the activity to the continued execution of the Plan. Management will also consider any changes in the internal and external environments that create a need for goal changes. Changes in the Strategic Plan require the approval of the Administrator who then notifies the Department of Financial Management.

Unanticipated events may dictate changes to the Plan such as the changes made to the Federal Rehabilitation Act in 1998. Changes in Federal guidelines may require adjustment of services, costs and regulations.

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the clientele served and the variety of disabilities addressed. Challenges facing the Division include:

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR is dedicated to keeping current in the latest trends and in training Vocational Rehabilitation Counselors and staff. In addition, IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission.

Changes in the Medical Industry

Continuing advancements in the medical industry as well as changes relating to insurance and financial benefits pose complex questions for the Vocational Rehabilitation Counselor. This is especially true in determining eligibility and services. Many IDVR Counselors and Managers are involved with health and disability-related organizations to keep abreast of these changes.

Idaho's Economy

Idaho has seen tremendous growth in its population in the past ten years. This could impact the availability of services to Idahoans. Idaho has also seen a dramatic change in its job market; away from agricultural toward more service, hi-tech and professionally oriented jobs. The environment has always been competitive for IDVR clients. The growth in population has increased the competition for jobs. IDVR recognizes this and strives to develop relationships within the private sector and other public entities in an effort to increase employment opportunities for its clients.

Political Climate

The political elements are by far the most difficult for IDVR to overcome since they are essentially out of the control of the Division. At the State level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the Federal level. The direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions (e.g., training grants, block grants, reductions,

etc.), program deletions, changes in health care and employment standards and practices are areas that would impact the Division's planning process.

All staff of the Idaho Division of Vocational Rehabilitation take pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Key people must be focused on precise issues and the internal and external environments must be linked advantageously. Management is committed to continued service to the people of Idaho. IDVR's Strategic Plan promotes goals and objectives, which will serve Idahoans with disabilities in the best manner possible.

A P P E N D I X

Glossary of Terms Specific to the
Vocational Rehabilitation Industry

Administrative Costs: Expenditures incurred in the performance of administrative functions including expenses related to program planning and development; financial management and budgeting; information systems and data processing; public information; technical assistance to other State agencies; State Rehabilitation Council expenses; administration of personnel and training; administrative salaries; costs incurred in conducting reviews; and legal expenses.

Client: An individual who applies or is eligible for Vocational Rehabilitation services.

Community Rehabilitation Program: A program that directly provides or facilitates the provision of services to individuals with disabilities to enable those individuals to maximize their opportunities for employment.

Community Supported Employment (CSE): Competitive work in integrated work settings for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or was intermittent as a result of a significant disability; and who, because of the nature and significance of their disability, need intensive supported employment services for work, and extended services after the transition to long-term support in order to perform such work.

Comparable Benefits: Benefits that are provided or paid for, in whole or in part, by other Federal, State or local public agencies, by health insurance, by employee benefits available to the individual at the time needed and are commensurate to the services that the individual would otherwise receive from IDVR.

Competitive Employment: Work in the competitive labor market that is performed on a full-time or part-time basis, in an integrated setting and for which the individual is compensated at or above the minimum wage, but not less than customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Customer: Includes both clients and employers.

Decentralization: A management concept, which encourages decision making to be accomplished where the authority, responsibility, and accountability reside.

Disability: A physical and/or mental impairment that results in a substantial impediment to employment.

Eligible Individual: An individual is eligible for assistance if the individual has a physical or mental impairment which constitutes or results in a substantial impediment to employment and requires Vocational Rehabilitation services to prepare for, secure, retain or regain employment; and who can benefit in terms of an employment outcome unless the counselor can demonstrate by clear and convincing evidence that such individual is incapable of benefiting from Vocational Rehabilitation services in terms of an employment outcome or SSI or SSDI recipients who intend to achieve an employment outcome.

Employment Outcome: Entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment including self-employment that is consistent with an eligible individual's abilities, capabilities, and interests and informed choice.

Extended Services: Services needed to support and maintain an individual with the most significant disability in supported employment, provided at a minimum, twice monthly on or off the work site, that are needed to maintain employment stability. Said services are provided by a party other than the State/Federal VR Program. Also called ongoing support services or supported employment services.

General Program: Refers to Title I of the Rehabilitation Act of 1973 and its Amendments.

Integrated Setting: A setting typically found in the community in which clients interact with non-disabled individuals, other than non-disabled individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in comparable positions interact with other persons.

Integrated Work Setting: A setting in which the majority of people, excluding service providers, with whom clients interact, are individuals without disabilities.

ITRMC: The Governor's Information Technology Resource Management Council.

Most Significant Disability (MSD): An individual with the most significant disability (ies) is one with a physical or mental impairment, which results in a substantial impediment to employment and for whom the impairment seriously limits two or more functional capacities; and whose vocational rehabilitation can be expected to require multiple core Vocational Rehabilitation services (services that reduce the impact of functional limitations to achieve an employment outcome) over an extended period of time.

One-Stop Career Center System: A coordinated information and service delivery system for individuals seeking first, new or better jobs and for employers seeking to build a world-class workforce. The idea is that individuals will be able to go to one, easy to locate facility in order to find employment-related information.

Physical or Mental Impairment: Medically or psychologically diagnosable physical or mental condition.

Rehabilitation Success Rate: The percentage of successful closures compared to all closures after having received services from IDVR.

School-Work Transition: Services provided to students with disabilities who are eligible for Vocational Rehabilitation in cooperative programs with Special Education Personnel in each school district. The transition effort between the Idaho Division of Vocational Rehabilitation and Special Education focuses on transition from the secondary school system to adult/life services. Transition refers to that period encompassing high school, graduation, and post-secondary preparation leading to employment.

SGA Level: Substantial Gainful Activity. A term used by the Social Security Administration. It is the performance of significant work for pay or profit with average countable monthly earnings at a level determined by the Social Security Administration allowing for cessation of Social Security Disability Insurance (SSDI) or reduction of Supplemental Security Income (SSI) benefits.

Significant Disability (SD): An individual with a significant disability(ies) means one with a physical or mental impairment which results in a substantial impediment to employment and for whom the impairment(s) seriously limit one or more functional capacities in terms of employment outcome; and whose Vocational Rehabilitation can be expected to require multiple Vocational Rehabilitation services over an extended period of time.

Supported Employment Services: Services consist of the provision of skilled job coaches at the work site, job development and placement, social skills training, observation or supervision, follow-up services to reinforce and stabilize the job placement, facilitation of natural supports at the work site, and any other service needed to assist the individual in entering or maintaining integrated, competitive employment. Also called ongoing support services or extended services.

Part 1 – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is one of six agencies under the oversight of the Office of the State Board of Education. Dr. Michael Graham is the Administrator of the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, State Renal Disease Program, and Extended Employment Services while also and serving as a flow through agency for funding related to the State Epilepsy Program.

The Public Vocational Rehabilitation program is one of the oldest and most successful federal/state programs in American history. Vocational Rehabilitation serves individuals with severe disabilities, which create significant barriers to gaining employment. The average time needed for a person to complete a rehabilitation plan and become employed is thirty-two (32) months, which last year resulted in a 356% increase in client weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services Bureau as well as managers who deal with Human Resources, Program Development, Planning and Evaluation, Fiscal Operations, and Information Technology. There are also eight Regional Managers who supervise Field staff in the following regions: Coeur d'Alene, Lewiston, Boise East, Twin Falls, Pocatello, Idaho Falls, Caldwell, and Boise West.

IDVR has 158 employees/150 FTPs serving in thirty-eight (38) offices throughout the state. Offices are located in Boise, Mountain Home, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, Payette, & Eagle. There is one (1) Central Office, eight (8) Regional Offices; eleven (11) Sub-Offices; six (6) Mental Health Offices; eleven (11) School – Work Offices; and one (1) Corrections Office.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 701, *et seq.*, and is augmented by regulations promulgated and set forth at 34 CFR § 361.1, *et seq.*

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The Division also manages state- appropriated funds to assist individuals with chronic renal failure to help cover the catastrophic costs of this serious, life-threatening disease. The Division coordinates the medical management of this program, and coordinates its payments with the client's ability to pay, private insurance payments, and Medicare and Medicaid payments. (Idaho Code, Chapter 23, Vocational Rehabilitation 33-2307 – 33-2308)

The Extended Employment Services program offers funding for individuals with severe disabilities to receive employment services through Community Rehabilitation programs to develop work skills necessary to be employed. The program includes Community Supported Employment that provides long-term funding for those who require these services to remain employed in community-based employment as well as Work Services.

The Epilepsy Foundation of Idaho is a statewide not-for-profit organization, directed by volunteers and dedicated to helping all individuals in Idaho affected by epilepsy/seizure disorders overcome the associated problems through direct services, increased public and professional understanding, prevention of epilepsy, and the control of epilepsy and its consequences. The Joint Financial Appropriations Committee has designated IDVR as the flow through agency for funding this entity.

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$3,635,400	$3,673,000	$7,676,800	$7,737,900
Rehab Rev & Refunds	$266,800	$217,600	$401,000	$238,300
Federal Grant	$11,277,700	$14,381,900	$14,471,200	$13,467,000
Miscellaneous Revenue	$293,500	$326,900	$564,000	$870,200
Total	**$15,473,400**	**$18,599,400**	**$23,113,000**	**$22,313,400**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$6,434,200	$6,581,900	$7,249,700	$7,383,500
Operating Expenditures	$1,214,200	$1,380,400	$1,379,600	$1,418,500
Capital Outlay	$170,600	$228,900	$67,800	$95,400
Trustee/Benefit Payments	$9,087,500	$9,910,200	$13,931,800	$13,921,600
Total	**$16,906,500**	**$18,101,400**	**$22,628,900**	**$22,819,000**
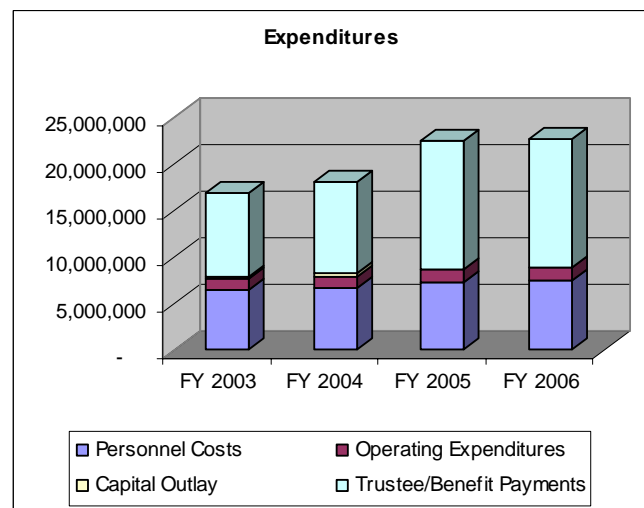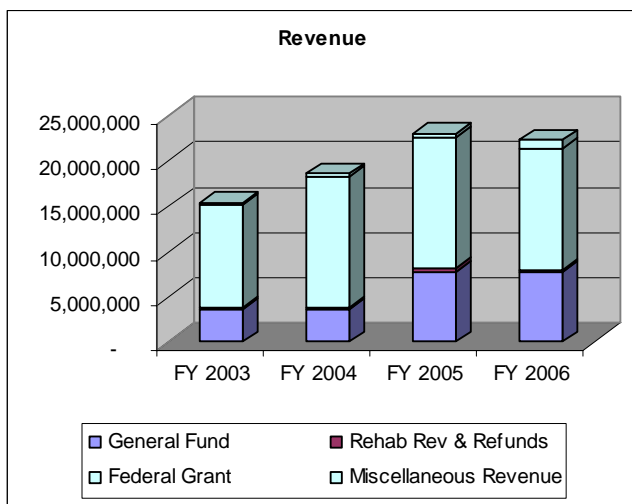
Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
The number of individuals served by Vocational Rehabilitation	12,090	12,959	13,438	13,191
The number of individuals who went to work after receiving VR services	1,711	1,799	1,777	1,907
The percent of all individuals who went to work after receiving VR services	60.5	60.5	58.58	54.49
The average hourly earnings of all individuals who completed the VR program and went to work	$7.45	$7.73	$8.77	$8.69
The percentage of individuals who have maintained their employment twelve months after exiting the VR program	.75	.78	.80	.79

IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis for consistency. For this reason, chart data represents figures that are six months behind the State Fiscal data reported.

Performance Highlights

Services to Corrections Clients
The Corrections population continues to be a major source of challenge in regard to rehabilitation needs and successful outcomes. In 2004, IDVR had 341 successful corrections case closures, while in 2005; 316 successful case closures were noted. Since Idaho continues to rank near the top of national statistics in regard to people incarcerated per population, further effort is necessary to effectively address this issue. IDVR has established a specific region in the Treasure Valley designed to target this population. The intended goal is to serve this population more effectively and to create closer ties with the Idaho Department of Correction in an effort to utilize the resources of both programs efficiently. IDVR created a region that deals only with the Corrections caseloads. By combining these caseloads and having a Regional Manager who has a long history of successfully serving this population, an improvement in services is expected. The Division continues to provide ongoing education to the Idaho Department of Correction (IDOC) about the mission and purpose of Vocational Rehabilitation services to ensure more appropriate referrals of IDOC clients**.** IDVR has also organized a joint training sponsored by US Region 10 RCEP/Western Washington University that will utilize VR staff to provide training on Corrections and Rehabilitation to other Rehabilitation Specialists in the Northwest.

Migrant Service Coordinator Project
Steady progress has been experienced in this the third year of the Migrant Seasonal Farm Worker Grant (MSFW). Great strides have been made in developing a self-supporting service network targeting the specific employment needs of MSFWs with disabilities and their families, increased career track employment opportunities, improved economic status and greater integration into the prevailing culture. The bi-lingual, bi-cultural Migrant Service Coordinator (MSC) has done well in meeting the objectives established for the marketing phase of the project in moving services to the Bannock/Oneida/Power County areas of the state, while also continuing to maintain service provision in the Twin Falls/Burley area. Closer working relationships and linkages are being established with Adult Basic Education, One-Stop Career Centers, Idaho Department of Labor, and the Idaho Migrant Council as well as other relevant partners. Numerous contacts have been made with area employers, which have played a primary role in the placement of at least three (3) MSFWs with disabilities this year. The highly individualized service coordination that the MSC provides has been instrumental in family members of MSFWs with disabilities having access to services they need to further support the rehabilitation process.   The project is doing well in terms of the number of MSFWs with disabilities served (191), the number of family members of MSFWs with disabilities receiving services (58), and the number of MSFWs with disabilities who returned to work (22). We anticipate that the project will experience additional growth with the movement to the Canyon and Elmore county areas in the fourth year of the grant.

PASS Plan and Benefit Specialist Project
The Idaho Division of Vocational Rehabilitation, in partnership with Idaho Medicaid, was able to develop a pilot project to assess the effectiveness of dedicated PASS Plan writers for IDVR clients. The purpose of implementing the PASS Plan (Plan for Achieving Self Support) and Benefit Specialists Project was to provide resources to VR staff/clients for utilizing SSA Work Incentives, i.e., PASS Plans to assist in funding expenses related to their rehabilitation needs and to assess the usage of this service. Using PASS Plans for costs associated with the client's rehabilitation plan has enormous financial advantages to IDVR by conserving resources. This would allow IDVR to continue to serve the increasing numbers of clients who are eligible for services despite limited financial resources. There were a total of eighty-eight (88) referrals made to the project, nineteen (19) PASS Plans written of which nine (9) PASS Plans were approved. A total of $108,285.00 was realized during the time frame of the project based on documentation verifying PASS Plan approval, with $244,570.97 as possibly being covered through PASS Plans already written during the project. It is obvious that PASS Plans can offer an additional avenue as a comparable benefit to IDVR.

Statewide Employer Symposiums
During 2005, the Idaho Division of Vocational Rehabilitation was able to partner with Idaho Division of Medicaid to hold seven (7) statewide employer symposiums. IDVR contracted with RBCI, Inc., to assist with this effort. In reviewing the overall impact of the employer symposiums, it was found that there were more than 159 symposium attendees (those who actually signed in), 2200 letters mailed to employers with basic information about how VR might assist them, and more than 192 direct phone calls made to employers. Announcements about the symposiums also appeared in the Coeur d'Alene Press, Lewiston Tribune, Idaho Statesman, Idaho State Journal,

and Post Register, whose reader base numbers in the hundreds of thousands. These various contacts reached many employers who previously had no idea what VR did or how VR might assist them in their businesses.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
The number of individuals exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year performance.	1711	1799	1777	1907	Increase the number of eligible individuals that are served.
Of all individuals who exit the VR program after receiving services, the percentage who are determined to have achieved an employment outcome shall be at least 55.8%.	60.5	60.5	58.58	54.49	Increase the number of individuals who successfully become employed after receiving Vocational Rehabilitation Services.
The average hourly earnings of individuals exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year's performance.	$7.45	$7.73	$8.77	$8.69	Increase the earnings of individuals who after receiving VR services, become successfully employed.
The percentage of individuals who have maintained their employment and earnings twelve months after exiting the VR program will be equal to or greater than the previous year's performance.	75%	78%	80%	79%	Increase client employment retention twelve months after successful case closure.
The service rate of all individuals with disabilities from minority backgrounds as compared to all non-minority individuals with disabilities shall be at least .80 (ratio).	.94	.94	.938	.984	Increase the number of individuals from minority backgrounds that are served.
The number of individuals involved with the correctional system exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year performance.	246	288	341	316	Increase the number of individuals involved with the Correctional system who successfully become employed after receiving VR Services.

Performance Measure Explanatory Note: The performance measures established are those utilized by the Rehabilitation Services Administration which provides Federal oversight of the effectiveness and quality of all Vocational Rehabilitation Agencies across the United States.

For More Information Contact

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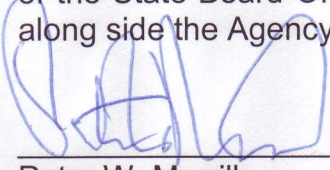
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Idaho Public Television STRATEGIC PLAN

2007-2011

Idaho Public Television
STRATEGIC PLAN 2007-2011

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meeting the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). This plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues.

_7/11/06_

Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;

- Providing quality educational, informational, and cultural television and related resources;

- Creating Idaho based educational, informational, and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and

- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television
STRATEGIC PLAN 2007-2011

Alignment with SBOE Goals & Objectives	Idaho Public Television GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I-11	1. Provide high quality television and web programming, as measured by the number of national awards received by: • IdahoPTV productions. • Programs procured by IdahoPTV for broadcast in Idaho.	Ongoing
	6. Progress towards DTV implementation, as measured by: • DTV channel hours of transmission. • Number of transmitters broadcasting a DTV signal/number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel. • Percentage of Idaho population within our DTV signal coverage area.	Ongoing
	2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
II-2, II-3, II-4, II-5, II-6, II-7	2. Foster and nurture collaborative partnerships, as measured by number of public in-state and out-of-state, private in-state and out-of-state partnerships displayed in matrix form.	Ongoing
	3. Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired, as measured by the percentage of broadcast hours of: • Closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired. • Descriptive video service provided via the second audio program to aid those with impaired vision.	Ongoing
	4. Broadcast programs, and provide related resources, that	Ongoing

	specifically serve the needs of underserved audiences, which include children, ethnic minorities, and learners and teachers (displayed in matrix form):	
	• Children (as measured by channel hours of programming designed specifically for children).	
	• Ethnic minorities (as measured by channel hours of programming that addresses diversity, citizenship issues, English as a second language, or includes a Spanish-language audio channel).	
	• Learners and teachers (as measured by channel hours of programs appropriate for use in K-20 classroom, telecourses, teacher professional development resources, adult basic education resources, and technological literacy).	
	5. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources, which support citizen participation and educational goals, via the WWW, as measured by the number of visitors to our web sites.	Ongoing
	6. Progress towards DTV implementation, as "a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies," as measured by:	Ongoing
	• DTV channel-hours of transmission.	
	• Number of transmitters broadcasting a DTV signal/ number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel.	
	• Percentage of Idaho population within our DTV signal coverage area.	
	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
III-1, III-2, III-3, III-4, III-5, III-6	7. Contribute to a well-informed citizenry, as measured by the number of channel-hours of public affairs programming.	Ongoing
	8. Provide relevant Idaho-specific information, as measured by:	Ongoing
	• Number of channel-hours of Idaho-specific programming.	
	• Number of IdahoPTV Idaho-specific productions produced during the year.	

	9. Be a relevant educational and informational resource to all citizens, as measured by Nielsen Station Audience reports on: • Children, less than 12 years old, viewing IdahoPTV. • Adults, of 50+ years, viewing IdahoPTV. • Total audience viewing IdahoPTV.	Ongoing
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
IV-3, IV-4, IV-5, IV-6, IV-7, IV-8, IV-10, IV-11	10. Seek increased levels of state, federal, and private sector support, as measured by the absolute dollar value of the IdahoPTV operating budget NOT covered by direct Idaho JFAC-approved state contribution.	Ongoing
	Idaho Public Television Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:	
DELETE	*None*	
ADD	*None*	

Part 1 – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an agency of the Idaho State Board of Education/State of Idaho and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system based in the capital city of Boise with additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over the next 40 years, IdahoPTV has expanded its reach to include over the air broadcast television service to more than 97 percent of Idaho's population and portions of six adjoining states and Canada through an efficient system of 10 analog and digital transmitters and 37 analog repeaters (translators). In addition, IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. Idaho Public Television's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV has benefited from the financial support of four affiliated not-for-profit support organizations, operated under federal and FCC guidelines, including the Friends of Idaho Public Television: KAID/KIPT, Inc.; Friends of Idaho Public Television: KISU, Inc.; Friends of Idaho Public Television: KUID/KCDT, Inc.; and the Idaho Public Television Foundation. As directed by FCC guidelines, our constituents are the people of Idaho, as well as those in portions of six surrounding states and Canada. Private donations provide more than 61% of our yearly operating budget, or $3.8 million from nearly 24,000 individuals, foundations and companies in our rural service areas. State of Idaho support provides approximately 25% of our operating budget and is directed specifically toward the maintenance and administration of the statewide delivery system. The remaining 14% of our operating budget comes in the form of a yearly grant from the Corporation for Public Broadcasting, a private corporation funded by Congress. IdahoPTV's comprehensive audit is conducted yearly by the Legislative Auditor, Legislative Services.

As of July 1, 2006, Idaho Public Television is staffed with 54 full-time employees primarily in the network operations center in Boise, with branch facilities in Moscow and Pocatello.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users (see Performance Highlights).

Between the summer of 2005 and the late spring of 2006, IdahoPTV distributed two locally produced programs nationally. *Remembered Earth* and *West of the Basque* were distributed through the Public Broadcasting Service (PBS) and American Public Television (APT) respectfully. In addition, IdahoPTV distributes *FocusWest*, a four hour per day, packaged public affairs program service via Internet2 to public television stations serving Utah, Wyoming and northern Nevada. *FocusWest* aggregates public affairs content produced by IdahoPTV, the before-mentioned stations, and Oregon Public Broadcasting and packages it in an efficient "ready to air" form for broadcast via digital and analog television.

IdahoPTV produces a number of on-going series including *Outdoor Idaho, Idaho Reports* (coverage of the Idaho Legislature), *Dialogue* (weekly, live public affairs program), *Dialogue for Kids* (educational science program for grade school students), *Idaho Debates* (primary and statewide election coverage), *Governor's State of the State Address, Governor's State of the Budget Address, INL Scholastic Tournament, Read To Me with the First Lady, Ron's Picks and The Buzz on IdahoPTV*. Also produced are other one-time programs including *Idaho: An Aerial Tapestry, Idaho Edens, West of the Basque, Lewis & Clark: Crossing the Centuries, Hymns of Thanksgiving and Picturing Idaho*.

Our community outreach ranges from locally produced events and workshops to children's events such as science and technology workshops, science camps, literacy content and educator workshops.

The staff is led by Peter W. Morrill, General Manager; Ron Pisaneschi, Director of Broadcasting; Phillip Kottraba, Director of Finance; Kim Philipps, Director of Marketing/Development; Rich Van Genderen, Director of Technology; and Sandy Streiff, Director of Communications.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. IdahoPTV was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education, State of Idaho.

The mission of Idaho Public Television is to meet the needs and reflect the interests of our various audiences. We do this by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;

- Providing quality educational, informational, and cultural television and related resources;

- Creating Idaho based educational, informational, and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and

- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$5,362,200	$1,528,200	$1,595,000	$1,586,800
Dedicated Fund	$804,600	$820,200	$861,800	$531,400
Miscellaneous Fund	$0	$0	$0	$867,200
Total	$6,166,800	$2,348,400	$2,456,800	$2,985,400
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$1,683,500	$1,665,200	$1,750,400	$1,757,700
Operating Exp.	$581,100	$683,200	$706,400	$706,300
Capital Outlay	$3,821,800	$0	$0	$521,400
Trustee/Benefit Payments	$0	$0	$0	$0
Total	$6,086,400	$2,348,400	$2,456,800	$2,985,400

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Number of national awards for IdahoPTV	30	54	58	60
Private in-state/out-of-state partnerships	75/18	79/32	97/23	135/35
Public in-state/out-of-state partnerships	66/18	128/48	132/26	71/16
% of closed captioned shows for hearing impaired & visual learners	94.5%	96%	97.1%	98.6%
Descriptive video service hours for those with impaired vision	1,465	3,187	11,116	12,869
Channel hours for children	9,984	7,684	12,192	13,020
Channel hours for ethnic minorities	3,810	4,012	3,782	5,320
Channel hours for learners	7,384	10,580	10,580	11,094
Visitors to idahoptv.org	557,997	1,326,233	1,546,488	1,623,860
DTV channel hours	65,442	135,710	137,240	137,240
# of DTV transmitters	5	5	5	5
# of DTV-ready translators of 37	0/37	3/37	3/37	5/37
# of local cable carriage of hi-def	0	10	10	10
# of satellite systems, analog service	0	3	5	7
% pop. IdahoPTV digital TV coverage	49%	71.3%	71.3%	71.3%
Channel hours, public affairs	3,434	4,413	10,197	12,740
Channel hours, Idaho specific	399	655	675	2,162
# of IdahoPTV produced programs	102	96	193	138
Viewers per week, children under 12	69,850	88,150	85,126	93,589
Viewers per week, adults 50+	115,470	128,610	199,470	205,716
Viewers per week, total	285,000	298,000	423,150	449,500

Performance Highlights

FY 2006 Highlights (Un-audited):

❖ Federal legislation enacted that calls for the cessation of analog broadcast television via transmitters on February 17, 2009.
  ● This will have significant impact on at least 1/3 of Idaho homes that still receive analog television via over-the-air transmitter broadcasts.
  ● IdahoPTV has 37 rural translators that need to be upgraded to digital television ready status.
    o As of July 1, 2006, 21 translator sites have funding in place for conversion or have been upgraded, 16 sites are still in need of funding/upgrades.
❖ FY 2005 Audit conducted by Legislative Auditor, No Findings of Fiscal Fact.
❖ FY 2006 Audit begins in September 2006.
❖ IdahoPTV "In-State Public Partnerships" dropped in FY 06 from FY 05 levels due to cuts by the U.S. Department of Education to local funding for Ready-To-Learn (RTL) educational services. RTL enabled (and funded) IdahoPTV's educational outreach to low-income families, through public schools and agencies, teaching parents to incorporate reading into family life.

❖ IdahoPTV received state funding for FY 2007 totaling $1.59 million in replacement capital including studio equipment for Pocatello/KISU (Phase 2 of 3 studio replacement), 12 rural translator site upgrades to digital ready status and field engineering vehicles.

❖ IdahoPTV begins the second of a three year upgrade of 7 translator sites in the KUID/Moscow viewing area to digital TV ready funded by the US Department of Agriculture.

❖ IdahoPTV was awarded 60 national and regional awards of excellence for local programming and media creation including a regional Emmy award for DIALOGUE: NEZ PERCE WATER AGREEMENT and an Edward R. Murrow Award for Excellence for OUTDOOR IDAHO: SILVER VALLEY RISING.

❖ www.idahoptv.org had 16,109,372 hits in FY 06 (11,351,135 hits, FY 05).

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Number of national awards for IdahoPTV	30	54	58	60	54
2. Partnerships: Private in-state/out-of-state	75/18	79/32	97/23	135/35	130/30
Public in-state/out-of-state	66/18	128/48	132/26	71/16	80/30
3. Descriptive video service hours for those with impaired vision	1,465	3,187	11,116	12,869	13,000
4. Channel hours for children	9,984	7,684	12,192	13,020	12,500
5. Channel hours for learners	7,384	10,580	10,580	11,094	10,580
6. Visitors to idahoptv.org	557,997	1,326,233	1,546,488	1,623,860	1,600,000
7. # of DTV-ready translators of 37	0/37	3/37	3/37	5/37	5/37
8. % pop. IdahoPTV digital TV coverage	49%	71.3%	71.3%	71.3%	71.%
9. Channel hours, Idaho specific	399	655	675	2,162	2500
10. Viewers per week, total	285,000	298,000	423,150	449,500	400,000

Performance Measure Explanatory Note:

In Part 1, IdahoPTV has historically utilized 21 performance measures quantifying services that we provide to the citizens of Idaho. As a result of new state guidelines, IdahoPTV will begin reporting 10 of those original indicators.

IdahoPTV anticipates no new general fund programmatic revenue for FY 07 and thusly projects a maintenance of current operation (MCO) for service delivery and is reflected in our benchmarking metrics.

For More Information Contact

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STRATEGIC PLAN

2006-2010 (version 6a)

[A Key Element in ISDB's on-going efforts in Strategic Planning and Program Development]

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ISDB STRATEGIC PLAN 2006-2010

The Idaho School for the Deaf and the Blind (ISDB is officially a state agency) is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the faculty, staff, administration, and student body toward achieving those goals. Our mission and vision reflects an ongoing commitment to meeting the challenge of educating the sensory impaired child.

It is extremely important that delivery of our agency's services is in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). To that end, this plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues. We believe this model can and should be used by all Institutions and Agencies under SBOE governance.

ISDB's Strategic Plan 2006-2010 is intended to answer the questions of 'What does the agency need to accomplish?' … and 'Where is our Primary Direction for the coming five (5) years.' The details of 'How' we intend to accomplish these goals and objectives is spelled out in the more detailed ISDB Organizational Plan under separate cover (not included with this submission).

During a corporate OSBE meeting in September 2004, in which all Institutions and Agencies under SBOE governance participated, it was agreed that they would all adopt the Board's four main Strategic Planning Goals and revise individual strategic plans to re-align agency Objectives under one of those four Goals. An area for "Agency Unique" Objectives was established, as well as a "feedback" section where each Institution or Agency might suggest SBOE Goals and Objectives that needed to be added or were no longer relevant. (see Section 6, below). This approach has since been modified to incorporate guidance from HB-300-2005. This agency has received no revised guidance to use any other format or approach than as described above.

_____

Harvey W. Lyter III
Interim Superintendent

VISION STATEMENT

ACCESS, INDEPENDENCE and MEANINGFUL INTEGRATION FOR EVERYONE

MISSION STATEMENT

- ISDB's purpose is to provide effective supplemental services, information, and resources to lead agencies and families throughout Idaho.

- ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and service delivery partners.

- ISDB's education philosophy of rigor and excellence results in student access to the world at large.

ISDB STRATEGIC PLAN 2006-2010 (Version 6a)

(Maintains 95% alignment to SBOE Goals & Objectives)

Alignment with <u>SBOE</u> Goals & Objectives	ISDB GOALS & OBJECTIVES
	1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.
I-1, I-3, I-4 IV-3, IV-4	[re OPE 2.2] Revise Inter-Agency Agreements to foster improved quality of service delivery, better assessment processes, and partnership opportunities that eliminate wasting resources
I-4, IV-4, IV-8	[re OPE 5.1**.a**] Explore broader avenues for educational and training that incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs, state-wide
III-2, IV-3	- Revise Inter-Agency Agreement with SDE
III-3, IV-3	- Review/Update/Revise all Agency Policies and Department Manuals
I-1, IV-3	- Implement State Records Management Program throughout ISDB system
IV-8	- Review/Revise Vehicle/Fleet Management procedures
II-3, IV-8	- Review/Revise plan for Campus, Outreach offices facility utilization & renovation
I-4, IV-6	- Improve contacts with Gooding Chamber Of Commerce, Rotary Club, etc
	2. ACCESS: Provide people of all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.
II-1, II-3, II-4 IV-3, IV-4	[re OPE 2.3] Encourage the State Board and State Department of Education to strengthen reporting criteria so that every D/HH & B/VI child can be identified and better served
I-1, III-4	- Align Curriculum and Assessments to Idaho State Standards

I-7, III-2, IV-3, IV-9
II-3
IV-1
	- Research and Recommend an Optimal Agency Calendar with local school district(s)
	    -- Investigate "year-round" operations- administration, facilities, academics
	    -- Study Fiscal, Personnel, Support Service contract impacts of this approach

I-7, III-2, III-4, IV-2, IV-10	- Implement effective instruction strategies designed to meet the educational needs of all students (Consider Skill Level Grouped Instructional Programs)
I-5, II-2	- Expand Independent Living Program // Develop better life long learning habits
I-10, II-4, IV-8	- Continue to develop Student & Staff Communications Skills

II-3, II-4, IV-4, IV-8	- Investigate feasibility of Magic Valley Low Vision Clinic (like ICBVI clinic in Boise)
II-4, IV-8	- Communications upgrades throughout the facility to enhance communications capabilities
II-4, IV-8	- IT Committee; continue search for better communications system to improve 2-way connectivity for Deaf Staff members

II-3, II-7, III-5	- Study Legislative intent (HB-821 model) for potential future service delivery concepts
	    -- Most effective & efficient interaction with community services, supplemental resources, and state government functions (i.e., personnel, budgeting, etc).
	    -- Investigate opportunities for facility & transportation sharing with LEAs
	    -- Continue dialog with SBOE Working Group and research activities

I-5, II-3, III-2, IV-7	- Adopt teaching strategies making best use of available facilities & emerging technologies
	    -- Explore Distance Learning opportunities connecting Main Campus to Outreach locations and local schools
	    -- Enhance Independent Living Program for Seniors; academic modules for all students

II-3, III-5	- Develop administrative strategies to manage emerging technologies better
	    -- Partner with Idaho Cochlear Implant Team
	    -- Explore adding an administrative position focused on technological developments

II-3, II-7, III-3, IV-4, IV-7, IV-8, IV-10	- Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach
II-3, II-7, III-3	- Pursue increase and expansion of Outreach Program Staff to reduce significant caseload burden
	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.
III-1, III-2, III-3 III-6	[re OPE 2.2] (e.g.) Continue engagement State Board efforts to redefined mission, service delivery models, and state-wide responsibilities of the Agency and LEAs
I-4, III-3, III-6	[re OPE 3.1] Develop procedures for tracking and analyzing key Campus activities and data trends and routinely report this information to decision makers
III-2, III-3, III-6	[re OPE 4.1] Strengthen & Expand staff knowledge and professional development about all available educational methodologies and improve relevant client communications
III-1, III-2, III-3 III-6, IV-10	[re OPE 5.1.**b**] Explore broader avenues for educational and training that incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs, state-wide
I-9, III-3	- Identify an overall Program Staffing Needs Process -- Establish & Maintain pool of qualified candidates for rapid staff replacement(s)

III-5	- Establish better ties with nation-wide Deaf & Blind teacher training programs
	    -- Enhance recruiting/retention of highly qualified agency staff members
	    -- Revise agency "marketing strategy" to better fit long-term recruiting needs
	    -- Develop recruiting strategies & process that will assist LEAs with Day Campuses

I-8, IV-9	- Expand Professional Development
III-5, III-6	- Build better ties with the Commission for the Blind (ICBVI), Council for Deaf/HH (CDHH), and Idaho Registry of Interpreters for the Deaf (IRID), Idaho Division of Vocational Rehabilitation (IDVR)
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.
IV-1, IV-4, IV-5 IV-9	[re OPE 3.2] (e.g.) Implement & Refine long-term plans to address cost saving opportunities in all aspects of Campus operations, including encouraging appropriate tenant use of some facilities
II-1, II-7 IV-1, IV-4, IV-6	[re OPE 4.2] Develop formal agreements and procedures for service delivery models involving LEAs as either Host or Primary service provider. Strive to standardize state-wide approach
III-1, III-2 IV-1, IV-5, IV-6	[re OPE 4.3] Develop & Implement a formula for calculation of Caseload vs Workload data. Employ this information for appropriate staffing adjustments and routinely provide this analysis to decision makers
I-10	- Projects to remodel existing facilities, Improve existing building utilization. -- Build up-to-date Student Health Center or Remodel/Upgrade existing space
III-3	- Develop Education Facilities
I-10	- Pursue Safety & Security Upgrades throughout all Campus Facilities
II-6, IV-4, IV-5	- Explore Development of a Post-Secondary Living Facility -- Pursue Grant for facility on CSI Campus (Partner with CSI Foundation)
IV-5	Pursue a closer, smoother Foundation-to-Agency working relationship
I-1, II-3, IV-8	- Standardize computer systems - Upgrade architectures for interoperability with other state agencies and LEAs
	5. AGENCY UNIQUE ISSUES: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.
I-8, I-9, III-1	- Draft new statute for SBOE-WG to resolve ISDB Certified Teacher Pay Equity -- support use of state Reimbursement Matrix as budgeting model for agency staff
I-10, IV-7	- Develop enhanced academic modules for all grades & full semester Senior year Independent Living Program; Adequately staff program for safety and quality instruction
	6. RECOMMENDED Additions or Deletions to SBOE Plan: -- No ISDB inputs

Part 1 – Agency Profile

Agency Overview
The Idaho School for the Deaf and the Blind was established to provide quality education to children from birth to 21 years of age who are hearing impaired or visually impaired to the extent that they cannot receive proper education in the public school system. The Agency offers educational and social opportunities for a specialized student population by providing a residential academic program complemented by a residential cottage life program. In addition, the Agency offers its programs and enhances services statewide through regional programs for the visually-impaired and hearing-impaired students via its seven outreach offices located throughout Idaho. The outreach offices are located in Coeur d' Alene, Lewiston, Idaho Falls, Pocatello, Gooding, Meridian and Middleton.

The school is funded with General Fund appropriations, miscellaneous State funds, endowment earnings and federal grants.

Core Functions/Idaho Code
The State Constitution, Article X, Section 1, provides for the establishment and support of State institutions for the deaf and the blind. Idaho Code, Title 33, Chapter 34, established the Idaho School for the Deaf and the Blind in Gooding, Idaho. Additionally, this chapter lists the general duties of the governing Board of Trustees and defines eligibility for students to attend the campus program located in Gooding. Idaho Code, Title 33, Chapter 1, created the State Board of Education and gave the Board general supervision, governance, and control over the Idaho School for the Deaf and the Blind.

The Agency is organized into four major program areas: Education Services, Financial Services, Student Services, and Outreach Services. The Agency's Administrative Leadership Team (ALT) is comprised of the following individuals: Harvey W. Lyter III, Interim Superintendent; Jeff Woods, CPA, Director of Financial Services; Janet Stout, K-12 Principal; Gretchen Spooner, Director of Curriculum and Special Services; Rod Howells, Director of Student Services; Mary Dunne, Director of Deaf and Hard-of-Hearing Outreach Services; Carol Baron, Director of Blind and Visually Impaired Outreach Services; Tom Oblinsky, Director of Human Resources; Randy Bow, Director of IT; and Dick Grover, Director of Maintenance.

Revenue and Expenditures:

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$7,051,500	$7,183,600	$7,533,300	$7,791,600
Federal Grant	$323,800	$401,700	$260,800	$117,100
Miscellaneous Revenue	$213,700	$258,100	$94,600	$94,600
Budget Stabilization Fund	$0	$0	$0	$200,200
ISDB Contingency Fund	$0	$0	$133,800	$23,600
ID School Deaf & Blind	$325,500	$417,400	$147,000	$0
Total	**$7,914,500**	**$8,260,800**	**$8,169,500**	**$8,227,100**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$5,799,600	$5,949,600	$6,418,500	$6,942,900
Operating Expenditures	$1,208,300	$1,276,500	$1,396,500	$1,226,500
Capital Outlay	$100,900	$383,700	$244,700	$51,400
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$7,108,800**	**$7,609,800**	**$8,059,700**	**$8,220,800**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Provide programming for hearing impaired students (on campus)	66 students	55 students	53 students	45 students
Provide programming for visually	18 students	14 students	17 students	16 students

impaired students (on campus)				
Provide programming for multi-handicapped students (on campus)	13 students	12 students	10 students	12 students
Provide regional services for hearing impaired students	319 students	347 students	399 students	530 students
Provide regional services for visually impaired students	269 students	283 students	268 students	347 students
Number of students served statewide	685 students	711 students	747 students	950 students
Provide student housing in cottages (on campus)	52 students	43 students	44 students	38 students
High School graduates from Gooding campus program	6 students	7 students	10 students	8 students
Graduates qualifying for developmental disability waiver	0 students	0 students	3 students	2 students

Performance Highlights:

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Number of campus students who achieve HS graduation with their primary year group.	6 students (100%)	5 students (71%)	8 students (80%)	4 students (50%)	75%
2. Number of students who go on to post-secondary education; either college or professional-technical training.	4 students (67%)	4 students (57%)	6 students (60%)	4 students (50%)	65%
3. Number of students living independently or at college or training facility	5 students (83%)	5 students (71%)	5 students (50%)	6 students (75%)	70%
4. Number of students gainfully employed (full-time).	3 students (50%)	2 students (29%)	1 student (10%)	1 student (13%)	25%

Performance Measure Explanatory Note:

For More Information Contact

Jeff Woods
Director of Financial Services
Idaho School for the Deaf and the Blind
1450 Main Street
Gooding, ID 83330
Phone: (208) 934-4457 (V/TTY)
E-mail: jeff.woods@isdb.idaho.gov

Strategic Plan
2007 – 2010

Vision:
> Idaho libraries are the nexus of global information, innovative services and community that sustains our history, empowers our present and creates our future.

Mission:
> The Idaho Commission for Libraries assists libraries to build the capacity to better serve their clientele.

Values:
> Library Ideals: We believe libraries exist for the public good. They are essential to literacy and informed citizens in a democratic society. We affirm intellectual freedom, life-long learning, customer privacy, and public access to information.
>
> Customer Service: We deliver high quality customer service to internal and external customers.
>
> Relationships: We achieve organizational effectiveness through mutual support, trust, value, and respect.
>
> Collaboration: We accomplish goals using shared leadership, teamwork and consensus.
>
> Learning Organization: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

Strategies:
Advocacy
Collaboration   Grants
Communication   Marketing
Consulting   Research, Planning &
Continuing Education   Development

Strategic Issues

I. How do Idaho libraries strategically position themselves to actively create and embrace the future?

> External Factors
>   Major changes have occurred over the last 20 years in all areas of information services. The initial technology explosion is in the past. Rapid change is now a constant and even more dramatic change is predicted. The profiles of our users and potential users have changed drastically. Preschoolers are computer literate and seniors love communicating via e-mail. These were predictions of the future not that long ago; now they are the facts of everyday life.
>   If librarians are interested in providing library services to these rapidly changing generations in the future, we must take action now. Library staff and governing bodies must work on learning foresight: a skill that enables us to anticipate many of the risks and most importantly the opportunities. We need to understand current trends and their possible consequences while considering the variety of options we have for achieving our goals. We cannot wait for proof of what lies ahead or how things are going to develop. The tools are out there to help us better serve all of our clientele if we have the skill to listen to what the future has to tell us.

Goals:

A. Libraries incorporate the 2020 Vision in their strategic planning.

    1. Objective: Develop events to keep the Idaho library community engaged with the future.

    2. Objective: Identify and make available strategic planning training opportunities.

B. Library leaders dedicate time to shape the future.

    1. Objective: Identify and make available leadership training opportunities.

    2. Objective: Generate and share innovative ideas.

C. Awareness and understanding of the disparate ways information is accessed and processed creates valued services.

    1. Objective: Develop events to keep the Idaho library community engaged with the emerging trends in information access.

    2. Objective: Develop, coordinate, provide and support programs and services to meet the needs of different populations.

II. How do Idaho libraries develop and sustain services valued by digital natives?

> External Factors
>
> Digital natives are those who have grown up with digital technology beginning in the last decades of the 20th century. Computers, video games and cams, the Internet as well as the wide variety of cell phones have been common everyday toys and tools in their lives since infancy. These natives of the digital age are low users of current library services. To make library services useful to this and succeeding generations, we must study their information needs and discover ways to meet them. Failure to reach and serve digital natives and the generations that follow them may well make libraries obsolete.

Goals:

A. Libraries embrace and enhance digital natives' approach to information.

    1. Objective: Create events targeted to the needs of digital natives.

    2. Objective: Advance the development and expansion of libraries' web presence.

    3. Objective: Identify and promote information technologies.

III. How do Idaho libraries create and promote a vital identity?

> External Factors
>
> Stereotypes of libraries and librarians hamper our ability to deliver good library services. We have years of misconceptions to overcome. We want libraries to be recognized as an essential part of education. Increased communication and interaction among all types of libraries is needed to best meet citizens' diverse needs. To most citizens a library is a library is a library. We do not want cookie-cutter libraries. We know communities are different and need different services.
>
> The preferred future vision says that "Idaho libraries in 2020 are strongly branded, so that when people in Idaho think of libraries they think of dynamic places of passion and opportunity." Without a vital identity, libraries may face disappearance in the future.

Goals:

A. Libraries flourish as a central place in a learning society.

    1. Objective: Develop, coordinate, provide and support reading and literacy programs and services.

2. Objective: Provide and support access to information.

3. Objective: Provide professional development opportunities and training in multiple formats.

B. The citizens of Idaho identify their libraries as vital.

1. Objective: Raise awareness about libraries.

2. Objective: Survey and evaluate library programs and services.

IV. How do Idaho libraries sustain an infrastructure that provides for services in an atmosphere of innovation and change?

> External Factors
> Quality library services are the basis for a good reputation and the foundation for building the services of the future. Library staff and governing boards must deal with the demands of the present so we can position ourselves for the future. To do this successfully, the underlying base of the library organization needs to be strong and healthy. At the 2020 Vision Think Tank, Gregory Raymond said, "It is important to keep in mind that we need to look at both continuity and change. When people examine the future we tend to look around the corner and emphasize what will be different. But in fact not everything changes." The challenge is in making sure the continuity provides us something strong upon which to build the future. There needs to be more than a tolerance for change. Failure to anticipate and embrace change will weaken current services and doom those of the future.

Goals:

A. Libraries thrive in an environment that encourages innovation, risk and change.

1. Objective: Utilize members of the library community to develop statewide programs and services.

2. Objective: Encourage libraries to develop and deliver innovative programs or services.

B. Libraries' infrastructures empower service development and delivery.

1. Objective: Maintain, revise, and develop opportunities for basic services.

2. Objective: Provide training for statewide programs and services.

3. Objective: Promote and encourage resource sharing.

4. Objective: Promote and encourage access to information and library services.

5. Objective: Coordinate and support initiatives that improve library services.

6. Objective: Hone and vitalize library organizational structure.

C. Leaders inspire passionate commitment to libraries.

1. Objective: Promote and support outreach projects that require partnership.

2. Objective: Encourage staff to serve on library association and community boards and committees.

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4. Objective: Raise awareness of libraries with opinion leaders.

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Measuring Success and Effectiveness:

ICFL will judge success and progress towards the goals by tracking the following:

- LiLI Databases Sessions/Logins
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- Attendance at Public Libraries
- Continuing Library Education
  - Events Sponsored/Participants
- E-Course Completions

Performance Measures with Benchmarks:

1. % of Idaho citizens who identify libraries as important

   Benchmark: 90%
   Explanation: The *17th Annual Idaho Public Policy Survey, 2006* conducted by Boise State University finds 97.5% of Idaho citizens identifying libraries as important. http://ppa.boisestate.edu/ssrc/
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2. % increase in interlibrary loans through LiLI Unlimited

    Benchmark: 2% annual increase
    Explanation: Expectations are based upon the increase in Idaho libraries' interlibrary loan statistics.
    Baseline: July 2005-June 2006 (FY06), the first complete fiscal year of the program; figures available August 2006.

3. % increase in LiLI Unlimited participating libraries

    Benchmark: 5% annual increase
    Explanation: Now that the phased implementation of the program has ended, we will be encouraging membership of those libraries who, for a variety of reasons, chose not to join during the start-up period.
    Baseline: June 30, 2005 (FY05); 57 libraries.

4. % increase in registrations at summer reading programs

    Benchmark: 10% annual increase
    Explanation: Reasonable expectations are based upon Idaho statistics and the staffing capabilities at the local public libraries.
    Baseline: Summer of 2004; 27,632 registrations.

5. Value of the LiLI Database licenses if purchased individually by all libraries compared to actual cost

    Benchmark: V>A
    Explanation: To remain a viable service, the value (V) of the database licenses if purchased individually by all libraries needs to be greater than the actual cost (A). LiLI-D contract runs January-December.

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Part 1 – Agency Profile

Agency Overview

The Idaho Commission for Libraries (ICFL) is located in the Executive Branch of state government and is governed by the Board of Library Commissioners, which is appointed by the State Board of Education. With legislation passed by the 2006 Legislature, the name of the agency changed from the Idaho State Library to the Idaho Commission for Libraries effective July 1, 2006.

The State Librarian, appointed by the Board of Library Commissioners (I.C. 33-2504), serves as the agency's chief executive officer and is charged with implementing the Board's policies and rules and with managing the operations of the agency. Current State Librarian Ann Joslin works with 3 staff as a Management Team: two Associate State Librarians and one Office Services Supervisor 2. In our relatively flat organization, all employees work to support the agency mission to assist libraries to build the capacity to better serve their clientele.

The agency has 41 FTE positions and 3 office locations. The central office is in Boise at 325 W. State Street. Field offices are located in Moscow and Idaho Falls.

ICFL has its origins in the Columbian Club of Boise, which established the Traveling Library System in 1899. In 1901, the Idaho Free Library Commission was organized as a state institution and received its first appropriation. In addition to providing reading materials to Idaho citizens via the traveling library, the agency was to assist in the establishment and improvement of free public and school libraries throughout the state, and to deliver, foster, and promote library services in Idaho.

Beginning in 1957, ICFL was designated as the Idaho recipient of federal funds under the Library Services Act (LSA), and it was appropriated a significant increase in its general fund budget to provide the match necessary to receive the LSA funds. The federal program has evolved over the years, first to the Library Services and Construction Act (LSCA), and most recently to the Library Services and Technology Act (LSTA). LSTA funds are used for pilot projects, to implement collaborative projects among Idaho libraries, and for statewide programs for the Idaho library community.

In 1972, ICFL was charged with distributing Idaho state public documents through a library depository system. In the same year, the State Legislature directed the agency to establish a library for the blind and physically handicapped of Idaho. In 1984, library development services were expanded as a response to major changes occurring in the public library community. In 2002, after a 20% budget cut over two years, the Board of Library Commissioners discontinued several direct services and revised the agency mission to focus on statewide library development.

Our customers, Idaho's libraries, tell us that the demand for their services is growing. Idahoans (kids, adults, students, parents, businesses) want both traditional library services and 24/7 electronic information services. Planning for and maintaining the necessary trained staff, collections, and technology to provide both types of services is their challenge. Our challenge is to help Idaho libraries sustain their services and thrive in a constantly changing environment.

Core Functions/Idaho Code

The core function of ICFL is statewide library development. We provide continuing library education and consultant services to the Idaho library community, coordinate statewide library programs, administer grant programs for library development purposes, advocate for library services, and facilitate planning for library development at the local, cooperative, and state levels. Other functions include the management of the depository system for Idaho state public documents and the Idaho talking book service, both since 1972.

Following are the relevant citations in the Idaho Code and the US Code:
- IC 33-2501. Commission for Libraries Established.
- IC 33-2503. Board of Library Commissioners - Powers and Duties.
- IC 33-2505. State Librarian - Depository for Public Documents – Distribution.
- IC 33-2506. Library Services Improvement Fund - Established.
- 20 US Code Subchapter II, Library Services and Technology. As certified by the Idaho Attorney General, the Idaho Commission for Libraries is the official state agency in Idaho with the authority to develop, submit, and administer the State Plan under the Library Services and Technology Act.

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$2,308,300	$2,418,600	$2,552,200	$2,687,400
Library Services Improvement Fund	$316,700	$306,400	$524,200	$635,300
Federal Grant	$789,300	$971,800	$1,110,600	$1,020,200
Miscellaneous Revenue	$65,200	$17,800	$11,500	$20,800
Total	**$3,479,500**	**$3,714,600**	**$4,198,500**	**$4,363,700**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$1,787,300	$1,858,100	$1,961,900	$2,067,100
Operating Expenditures	$1,411,900	$1,419,700	$1,532,200	$1,779,500
Capital Outlay	$28,000	$92,700	$157,400	$156,200
Trustee/Benefit Payments	$252,000	$369,500	$447,100	$237,200
Total	**$3,479,200**	**$3,740,000**	**$4,098,600**	**$4,240,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
LiLI Databases Sessions/Logins	581,539	732,153	874,068	819,414
LiLI Databases Full Text Views	1,219,698	1,511,045	1,481,687	1,681,022
Talking Book Service Patrons	3,098	3,277	3,392	4,185
Talking Book Service Circulations [1]	168,809	163,190	183,399	180,515
Attendance at Public Libraries [2]	6,007,887	6,339,728	6,989,638	N/A
Continuing Library Education Events Sponsored / Participants	94 / 1,855	78 / 1,717	63 / 1,109	49 / 1,142
E-Course Completions	163	309	385	486

[1] Decrease in FY2004 due to problematic installation of a new automated circulation system.
[2] Statistics for public libraries are available 6 months after the end of their fiscal year, September 30.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. % of Idaho citizens who identify libraries as important	NA	NA	NA	97.5%	Maintain at least 90%
2. % increase in interlibrary loans through LiLI Unlimited (to/from) [3]	NA	NA	NA	N/A	2% annual increase
3. % increase in LiLI Unlimited participating libraries	NA	NA	NA	102%	5% annual increase
4. % increase in registrations at summer reading programs [4]	NA	NA	32%	N/A	10% annual increase
5. Value of LiLI Database licenses (V) if purchased individually by all libraries compared to actual cost (A) [5]	NA	NA	NA	V= $10,385,613 > A= $494,393	V > A

[3] 2006 figure will be available August 2006.
[4] 2006 figure will be available after October 1, 2006.
[5] Figures do not include NoveList.

Performance Measure Explanatory Note:

All five of the above performance measures are new. They reflect our efforts to measure how effectively the Idaho Commission for Libraries is assisting libraries to build the capacity to better serve their clientele. See the Performance Measures section of the Strategic Plan, 2007 – 2010 for further explanation.

For More Information Contact

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IDAHO STATE HISTORICAL SOCIETY STRATEGIC PLAN

2006-2010

IDAHO STATE HISTORICAL SOCIETY
STRATEGIC PLAN 2006-2010

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The Idaho State Historical Society's Strategic Plan 2006-2010 is intended to answer the question of "What does the agency need to accomplish?" … and "Where is our Primary Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives are spelled out in the more detailed Idaho State Historical Society's Organizational Plan under separate cover (not included with this submission).

Steve Guerber, Executive Director_____
(Agency/Institution Head - Name & Title)

Mission Statement

To educate and instill a sense of value and sensitivity for Idaho's cultural heritage through the identification, preservation, and interpretation of historic resources.

Vision Statement of Purpose

The Idaho State Historical Society (ISHS) acts on behalf of the citizens of the state to facilitate and assure the protection of Idaho's cultural heritage. The ISHS maintains access to documents, artifacts, and sites that can be used by the public for their benefit and appreciation. The ISHS maintains historic and prehistoric resources. Access to these resources is provided through public outreach, publications, technical assistance, exhibits, and the encouragement of local, state and regional efforts to preserve history. The ISHS undertakes and promotes these activities through its goals and policies in accordance with the powers and duties assigned to it.

Director's Biographical Information

When Steve Guerber joined the Idaho State Historical Society in 1996 to become its Executive Director, he brought a varied background in business, government and the non-profit sector to an administrative position overseeing a state agency with a mission of supporting education through the identification, preservation and interpretation of Idaho's cultural heritage.

Prior to joining the Society, he was President and Executive Director of the Idaho Community Foundation, a non-profit organization that makes grants to charitable groups throughout the state. Before that, Steve spent 15 years at U S WEST Communications, where his responsibilities initially included public relations positions in Colorado and Idaho, and later administrative duties with the U S WEST Foundation handling communications, education, and economic development programs in a 14-state region.

He is a 1969 graduate of Idaho State University with a degree in mass communications and a minor in history. Although much of his early career was as a newspaper reporter and editor, he was alumni director at ISU for the four years prior to joining U S WEST in 1978.

His community involvement has included two terms as a Councilman and eight years as Mayor of the City of Eagle, a community where he is now continuing his service with a third term on the City Council. He has also served on the boards of such diverse organizations as the Silver Sage Council of the Girl Scouts, Ballet Idaho, the Eagle Volunteer Fire Department and the Association of Idaho Cities.

Steve and his wife of 38 years, Donna, have three married children and eight grandchildren.

IDAHO STATE HISTORICAL SOCIETY
STRATEGIC PLAN 2004-2009

(Suggestion: Indicate % of tracking alignment; ie, Tracks 80% to SBOE Goals & Objectives)

Alignment with SBOE Goals & Objectives	IDAHO STATE HISTORICAL SOCIETY GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I.4	1.1 Improve interpretation, appreciation of and access to Idaho History	On-going
I.4	1.2 Enhance public outreach and historical interpretation programs	On-going
I.4	1.3 Enhance Idaho State Historical Society publications program with the continuation of the *Idaho Yesterdays* academic journal and *The Mountain Light* quarterly newsletter	On-going
	2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
II.7	2.1 Improve access to cultural resources holdings and information at the Idaho State Historical Society	On-going
II.7	2.2 Maximize use of technological advances to increase user access to information	On-going
II.7	2.3 Seek funding support for construction of Phase II of the Idaho Historical Museum	2006-2010
II.7	2.4 Seek funding for Phase III of the Idaho History Center (expansion of the Wells Archives Building)	2006-2010
	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	

III.2	3.1 Enhance public education programs at the Museum, Old Penitentiary, Public Archives and Research Library and historic sites	On-going
III.2	3.2 Fulfill responsibility as lead state agency in preparation for the bicentennial commemoration of the David Thompson Bicentennial	Through 2011
III.2	3.3 Identify, protect, record and acquire significant prehistoric and historic resources of the state	On-going
III.2	3.4 Conduct historic and prehistoric preservation programs	On-going
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
IV.5	4.1. Secure adequate resources and support for the needs and activities of the Agency	On-going
IV.6	4.2. Create and maintain needed system of controls, practices and methods of operation within the Agency	On-going
	(Agency/Institution) Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:	

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Part 1 – Agency Profile

Agency Overview
Eighteen years after Idaho Territory was established in 1863, a group of its early settlers created the Historical Society of Idaho Pioneers. Determined to preserve and celebrate their own heritage, many of those individuals later encouraged the establishment of the Idaho State Historical Society as an agency of the State of Idaho in 1907.

The Society operates as an agency of the Idaho State Board of Education with additional oversight from its own seven-member Board of Trustees appointed by the State Board. Each Trustee represents a different region of the state based on a geographic configuration similar to the seven judicial districts of Idaho.

The collections of the Society were first housed in a basement room in the Idaho State Capitol Building. The agency now provides services to the citizens of Idaho from facilities in five Boise locations, three historic sites located elsewhere in the state, and the Lewis and Clark Education Center in Lewiston.

Programs of the agency directly reach more than a quarter of a million people annually. The staff offers technical assistance and historical expertise to the general public, educational institutions, county and local historical societies, and other entities concerned with the prehistory, history, and historic preservation throughout the state and elsewhere as appropriate.

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Core Functions/Idaho Code
Idaho has a rich history and prehistory whose chronicles deserve to be preserved and made available to its citizens. The Idaho State Historical Society is charged with responsibility for that preservation. This is done primarily in accordance with Chapters 41 and 46 of Title 67 of the Idaho Code, and through other statutory capacity assigned under Titles 14, 31, 33, 58, and 63.

Revenue and Expenditures:

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$1,840,400	$1,923,700	$1,973,800	$2,200,000
Federal Grant	$1,048,900	$1,063,700	$1,015,000	$1,047,400
Miscellaneous Revenue	$614,900	$793,900	$780,500	$1,175,000
Total	$3,504,200	$3,781,300	$3,769,300	
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$2,009,700	$2,049,700	$2,134,900	$2,303,206
Operating Expenditures	$690,100	$705,300	$707,600	$956,995
Capital Outlay	$11,900	$17,400	$121,300	$233,269
Trustee/Benefit Payments	$125,500	$157,700	$161,800	$258,012
Total	$2,837,200	$2,930,100	$3,125,600	$3,751,482

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
*Public Archives/Research Library patrons served	9,510	10,697	11,428	10,828
*Materials added to Public Archives (cubic feet)	2,876	3,777	4,649	6,020
*Research Library items cataloged	6,508	9,303	5,731	5,759
*Oral History interviews and related materials created	551	424	257	187
*Number of paid visitors to the Historical Museum per annum (fees implemented October 1, 2003)	0	22,308	21,845	32,600
*Historical artifacts and objects processed at the Historical Museum	3,000	3,000	1,100	750
*Number of students (K-12) receiving educational material from the Historical Museum	5,200	5,200	5,200	14,758
*Number of students participating in Idaho History Day contest	659	711	992	1,213
*State Historic Preservation Office review of environmental impact clearances (required by federal law)	982	1,100	1,185	1,152
*Historical and Archaeological sites added to the Archaeological Survey of Idaho	2,502	1,500	1,068	1,112
*Historic sites added to Idaho Historic Sites inventory	352	1,771	613	725
*Estimated dollar benefit to Idaho business through federal Tax Act projects (000s)	1,600	1,700	6,300	200
*General Tour visitation to ISHS Historic sites statewide	35,290	37,500	37,000	21,043
*Number of guided interpretive tours provided at the Old Penitentiary	556	500	520	500
*Man hours spent to maintain, restore and repair Old Pen buildings	8,500	7,500	6,000	6,000

Performance Highlights:

Work was completed on the 35,000 square foot addition (Phase II) addition to the Idaho History Center to provide additional research facilities and increased access to historical library and archives holdings (opened to the public November 30, 2005).

An initial $450,000 was appropriated for planning and design of a new wing for the Idaho State Historical Museum. Efforts will continue to raise the necessary funds ($10 million) from outside sources for construction.

Idahohistory.net Web site usage has grown from zero to an average of 1,973 user sessions per day in six years, with the average user session length of 10 minutes 7 seconds.

Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Number of daily user sessions on agency internet web site	779	963	1,197	1,973	5% increase/yr
2. Number of paid visitors to Historical Museum and Old Penitentiary	23,790	43,403	41,396	53,643	5% increase/yr
3. Cubic feet of material catalogued in Public Archives holdings	New	New	New	New	2,000/yr
4. Number of students participating in Idaho History Day competition	659	711	992	1,212	5% increase/yr
5. Number of federal projects reviewed for compliance with Section 106 of National Historic Preservation Act and commented on within the 30 day deadline	982	1,100	1,185	1,152	100%
6. Take lead in seeking creation of a legislative task force to study updating state records management and preservation.	New	New	New	New	Passage of legislative resolution creating task force in 2007
7. Position Idaho Historical Museum for successful reaccredidation in fall of 2007	New	New	New	New	Obtain adequate resources to fulfill personnel and operational funding shortfalls necessary to meet reaccredidation guidelines

Performance Measure Explanatory Note:

#2 above: Prior to October 1, 2004, no admission fees were charged to visitors to the Historical Museum.

#5 above: Benchmark is to review the applications and provide comments within the required 30-day deadline in all cases (numbers above reflect successful obtainment of this goal).

For More Information Contact

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