

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2012

TAB	DESCRIPTION	ACTION
1	EASTERN IDAHO TECHNICAL COLLEGE Biennial Progress Report	Information Item
2	BOISE STATE UNIVERSITY Presidents' Council Report	Information Item
3	BYU-IDAHO PRESENTATION Regarding "modularization"	Information Item
4	IDAHO DIV OF VOCATIONAL REHABILITATION 2013 State Plan	Action Item
5	BOARD POLICY IV.G Second Reading	Action Item
6	LEGISLATIVE IDEAS 2013 Legislative Session	Action Item
7	2012-2017 STRATEGIC PLANS Boise State University & North Idaho College	Action Item
8	FAMOUS IDAHO POTATO BOWL Request for Alcohol Permit–NCAA Football Games	Action Item
9	BOISE STATE UNIVERSITY Alcohol Permit for 2012 Home Football Games – Stueckle Sky Center	Action Item
10	BOISE STATE UNIVERSITY Alcohol Permit for 2012 Home Football Games – Carven Williams Complex	Action Item
11	IDAHO STATE UNIVERSITY Alcohol Permit for 2012 Home Football Games	Action Item

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12	UNIVERSITY OF IDAHO Alcohol Permit for 2012 Home Football Games – Pre-Game Events	Action Item
13	UNIVERSITY OF IDAHO Alcohol Permit for 2012 Home Football Games – Club Seating	Action Item
14	ALCOHOL PERMITS Issued by University Presidents	Information Item
15	LUMINA FOUNDATION GRANT	Action Item

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SUBJECT

Eastern Idaho Technical College (EITC) Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Eastern Idaho Technical College to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Albiston will provide a 15-minute overview of EITC's progress in carrying out the College's strategic plan.

IMPACT

The EITC's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

BOARD ACTION

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

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PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Bob Kustra, Boise State University, and current chair of the Presidents' Council will give the report from the most recent Presidents' Council meeting and answer questions.

BOARD ACTION

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

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SUBJECT

Presentation Kim Clark, President – BYU Idaho

BACKGROUND/DISCUSSION

Kim B. Clark became the 15th president of Brigham Young University (BYU)-Idaho in August 2005. President Clark earned bachelor's, master's, and doctorate degrees in economics from Harvard University. In 1978 President Clark became a member of the faculty at the Harvard Business School and was named the dean of the school in 1995. He served in that capacity until he became president of BYU-Idaho in 2005.

Dr. Clark will address the Board regarding the concept of “modularization,” a process in which students graduate within 120 credit hours, even if they have changed majors, and other initiatives that BYU-Idaho has implemented that have allowed BYU-Idaho to become one of the largest postsecondary educational institutions within the State of Idaho. Some of these initiatives include: online learning, increased utilization of brick and mortar facilities, and processes for dealing with disadvantaged students in remote areas.

BOARD ACTION

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

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IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation's 2013 State Plan

APPLICABLE STATUTE, RULE, OR POLICY

Code of Federal Regulations, Title 34- Education, Chapter III- Office of Special Education and Rehabilitative Services, Department of Education, Part 361.

Idaho Administrative code, IDAPA 47.01.01 – Section 004, Incorporation By Reference.

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) is governed by the State Board of Education. For IDVR to participate in the State Vocational Rehabilitation Services Program authorized under Title I of the Rehabilitation Act of 1973, as amended (Rehabilitation Act) and the State Supported Employment Services Program under Title VI, Part B, of the Rehabilitation Act, it must have an approved Title I State Plan and Title VI, Part B, Supplement to the Plan. The IDVR's State Plan must be submitted to the Rehabilitation Services Administration for review no later than July 1st.

ATTACHMENT

Attachment 1 – State Plan for Vocational Rehabilitation Services Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho State Plan for the Vocation Rehabilitation Services as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Division of Vocational Rehabilitation

State Plan Attachments FFY 2013

Idaho State Plan for the Vocational Rehabilitation Services Program And Idaho State Plan Supplement for the State Supported Employment Services Program

Our Vision:

Your success at work means our work is a success.

Our Mission:

Preparing individuals with disabilities for
employment and community enrichment.

Don Alveshere
Administrator

Idaho Division of Vocational Rehabilitation
An Agency of the Idaho State Board of Education
650 W. State Street, Room 150
Boise, ID 83720-0096
Phone: (208) 334-3390
www.vr.idaho.gov

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Attachment 4.2(c) –Input of the State Rehabilitation Council

During FFY 2011, the State Rehabilitation Council (SRC) held quarterly meetings in the Boise area. The following information reflect those dates and locations: October 21, 2010 – Boise, Idaho; January 26 & 27, 2011 – Boise, Idaho; April 27 & 28, 2011 – Boise, Idaho; July 20 & 21 – Meridian, Idaho. In preparation of the FFY 2013 State Plan, the Idaho Division of Vocational Rehabilitation (IDVR) cosponsored and facilitated three public forums to receive public input into the plan. Forums occurred on the following dates and location: February 22, 2012, Pocatello; February 23, 2012, Boise; and February 27, 2012, Coeur d'Alene.

A. During FFY 2011 the SRC provided input and made recommendations to IDVR. The following summarizes the State Rehabilitation Council's input and recommendations; Response of IDVR; and explanation of input and recommendations.

1. Tribal VR information should be included in the IDVR and SRC Annual Reports.

IDVR Response: Tribal VR information was not included in either the IDVR or SRC Annual Reports for 2011. IDVR will revisit this recommendation with the SRC for the 2012 Annual Reports.

2. Each IDVR Regional Office should have Tribal VR information available.

IDVR Response: IDVR provides Tribal VR information to all customers who identify themselves as American Indian on their referral sheet or at any time during the VR process. Furthermore, there are IDVR counselor liaisons designated to the tribal programs throughout the state. Tribal programs include: Coeur d'Alene, Shoshone-Paiute, Shoshone-Bannock, and Nez Perce tribes.

3. Field Chief position should be filled as quickly as possible to avoid potential harm to customer services and field staff morale.

IDVR Response: The Division hired a new Field Services Chief, Nanna Hanchett, in September 2011. She brings to the Division over four years of experience as the Rehabilitation Services Chief from the Idaho Division of the Blind and Visually Impaired and nearly seventeen years in the field of vocational rehabilitation.

4. Development of a Business Liaison position to strengthen ties between employers and IDVR.

IDVR Response: As a result of state and federal audit findings and the need to address these findings, as well as organizational changes during

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FFY 2011, IDVR was unable to develop a Business Liaison/Relations position. IDVR continues to value the importance of such a position to strengthen ties between employers and IDVR. IDVR is committed to the development of a Business Liaison/Relations position that will be a resource to employers statewide by FFY 2014.

5. Creation of stronger ties between IDVR and the Veterans Affairs Administration.

IDVR Response: In October 2010, counselors of the local Veterans Affairs (VA) Vocational Rehabilitation and Employment Program (VR&E) provided a presentation to IDVR staff during their annual in-service. Additionally, the local VA/VR&E counselors were invited to participate in the training sessions during this in-service. In FFY 2011, IDVR participated in the "All Veterans Welcome Home" day, which provides community resources to all veterans. A cooperative agreement was developed between IDVR and the local Veterans Affairs (VA) Vocational Rehabilitation and Employment Program (VR&E) to strengthen relationships between programs in November 2011. Furthermore, IDVR has invited VA/VR&E counselors to participate in training sponsored by IDVR to include: Motivational Interviewing and the University of Idaho brown bag lunch series. In various parts of the state, VR Counselors have presented to veterans organizations regarding IDVR services. Lastly, regional VR offices have invited VA/VR&E counselors in their area to attend regional staff meetings. Through this forum, information regarding IDVR and the VA/VR&E program are shared.

6. Development of a comprehensive plan to increase SSI cost reimbursements to IDVR. Strong consideration should be given to adopting a "Partnership Plus" approach that has been successfully implemented in other states.

IDVR Response: IDVR is planning to implement some form of "Partnership Plus" in the future. IDVR will convene a group of Employment Networks and others interested in becoming Employment Networks to evaluate how best to proceed with creating a Partnership Plus model for Idaho. It is expected that IDVR will begin work on this during FFY 2013.

7. Resumption of conducting quarterly meetings around the state so the SRC can meet with consumers and receive reports from the Regional Managers.

IDVR Response: During FFY 2011 SRC meetings were held only within the Treasure Valley. Participation by regional managers included: October 2010 – Darrell Quist, Boise Regional Manager; January 2011 –

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Bruce Christopherson, Treasure Valley Special Programs Regional Manager and VRC, Rocio Ayala; and April 2011 – Tara Richardson, Corrections Regional Manager. It is expected that during FFY 2013, customers as well as local regional managers will be invited to quarterly SRC meetings.

8. Strong support for the Rehabilitation Counselors Master program was expressed and encouragement to establish a program in Boise.

IDVR Response: In FFY 2011, IDVR and the University of Idaho entered into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and the only University that provides the vocational rehabilitation counselor program. The vocational rehabilitation counselor program is administered and delivered through the Leadership and Counseling Department of the College of Education.

B. The responsibilities of the Idaho State Rehabilitation Council (SRC) are outlined in the Rehabilitation Act of 1973 as amended in 1998.

1. The SRC increased the responsibilities of the State Plan Committee to include financial issues and activities. As such, the name of the committee was changed to the State Plan and Finance Committee. The Committee will work closely with the Planning and Evaluation Manager and Fiscal Manager in reviewing reports and data that impact the State Plan and fiscal well-being of the agency. The SRC will develop a depth of understanding of the issues and potential solutions.
2. The SRC did not conduct a consumer satisfaction survey during the year. Steps are being taken to insure this SRC responsibility is fulfilled during the next fiscal year.

Attachment 4.7(b) (3) Request for Waiver of Statewideness

The Division provides services in one (1) or more political subdivisions of the State that increases services or expands the scope of services that are available statewide under this State Plan.

All waiver request include:

(1) The Division verifies in the specific Memoranda of Agreement (MOAs) that the contributions of these political subdivisions are certified as non-federal monies attached for services, including funds contributed to a local Agency by a private Agency, organization or customer, and

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(2) The Division ensures that the services are likely to promote the vocational rehabilitation of substantially larger numbers of customers with disabilities or of customers with disabilities with particular types of impairments, and

(3) The Division ensures that all services administered are in full agreement with the rules and regulations governing General Vocational Rehabilitation Programs as well as State Plan requirements and that the Designated State Unit (DSU) is in full agreement with the provision of those services.

(4) The Division obtains written assurance that designated state unit approval will be obtained for each proposed service utilizing Agency funds prior to service delivery.

(5) The Division obtains written assurance that all other state plan requirements, including a state's order of selection, will apply to all services under the waiver.

The following are services provided by IDVR for which the waiver of statewideness is requested:

Juvenile Corrections:

The Division in concert with the Idaho Department of Juvenile Corrections (IDJC) entered into a Memorandum of Agreement (MOA) to provide comprehensive vocational services to juvenile offenders both in the IDJC institution and within the community. The goal of this MOA is to provide IDVR eligible customers/offenders located within the Treasure Valley area the opportunity to prepare for re-entry into the community by providing the full spectrum of IDVR services. IDJC will contribute \$42,173 of certifiable non-federal monies toward the case service costs encumbered.

Adult Corrections:

The Division in collaboration with the Idaho Department of Correction (IDOC) entered into a Memorandum of Agreement (MOA) to provide a cooperative effort in the delivery of comprehensive vocational rehabilitation services to felony customers/offenders supervised under IDOC. The goal of the MOA is to provide IDVR eligible customers/offenders reentering the community and under felony supervision in the Treasure Valley area the opportunity of all IDVR services. IDOC will contribute \$103,000 of certifiable non-federal monies toward the case service costs encumbered.

Transitioning Student Population:

Due to the rural nature of Idaho and the increased travel time associated with serving the School/Work (transition) population, additional resources are necessary in certain areas of the state to ensure the needs are met. In collaboration with Special Education and IDEA, as well as federal initiatives, the Division has developed cooperative agreements with schools or school districts in various areas throughout the state to provide comprehensive vocational

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rehabilitation services to students with disabilities to prepare these customers for transition to work. A designated VR counselor and staff member are assigned to a consortium affiliated facility to better serve customers in the respective areas.

The school districts will pay an estimated total of \$178,766.12 in certifiable non-federal monies to IDVR to be used expressly for allowable costs incurred by IDVR in the implementation of the cooperative agreement. All parties have agreed to and signed the memoranda agreements. The memoranda agreements cover the following areas of the state:

Region I Coeur d'Alene - Two Projects
Region II Lewiston - One Project
Region III Treasure Valley Special Programs - Four Projects
Region IV Twin Falls - One Project
Region V Pocatello – One Project
Region VI Idaho Falls - One Project

It is worth contrasting the services in the regions of the state covered by the MOUs versus those not covered. The majority of the state high schools are covered by the transition agreements in the state. Those not covered by this approach tend to be smaller school districts or out of the way communities, although this is not always true. First of all, any individual school district might participate in the arrangement. IDVR counselors are either located in high schools or travel to those high school participating in the project. This provides an easy access to the transition age students eligible for IDVR services. For a majority of the projects, the office space, phones and utilities are provided by the various schools where our counselors are located. These counselors carry a full caseload of transition students and are not dedicated to the general population eligible for IDVR services. The counselors keep the students on the caseload until they are closed by a successful rehabilitation or from failure to successfully complete the rehabilitation process. An important aspect of this agreement that is not feasible for a general counselor is the creation of a close working relationship with school personnel, more timely referrals, better support throughout the rehabilitation process, easy access to pertinent school staff, and the expertise that comes with specialization. The arrangement has proved important in developing an excellent working relationship between IDVR staff and school districts across the state.

In school districts not covered by the interagency agreements, students are referred by school counselors, special education teachers, or by word of mouth to IDVR. In such cases all of the normal and appropriate activities and services are provided by the DSU. In these regions of the state the counselor carries a general caseload with some transition age students. There is no service offered under the MOUs not also made available by the counselors providing services in the areas not covered by the MOUs. One difference however, must be mentioned. The counselors with full time caseloads of transition age youth

typically become experts in providing services to this specialized caseload. At one time our Agency believed this caseload would not be as productive as general caseload counselors, but the notion was proved wrong by several of the transition specialist counselors in recent years.

Mental Health Population:

Customers with mental health issues have been historically underserved in Idaho. To ensure that the needs of this population are adequately met, the Division has developed an MOA with the Idaho Department of Health and Welfare, Division of Behavioral Health, Adult Mental Health to provide vocational rehabilitation services to Idahoans experiencing severe and persistent mental illness who are eligible for vocational rehabilitation services. A designated VR counselor and staff member are assigned to a consortium affiliated facility to better serve customers in the respective areas. The Department of Health and Welfare pays IDVR \$229,518 in certifiable non-federal monies for services executed under this interagency agreement. Both parties have agreed to and signed the memorandum. This interagency agreement covers the following areas only:

Region I	Coeur d'Alene
Region II	Lewiston
Region III	Boise/Caldwell/Nampa
Region IV	Twin Falls
Region V	Pocatello
Region VI	Idaho Falls

Idaho continues to develop a system of mental health courts modeled after drug courts for those with persistent and Severe Mental Illness (SPMI) disabilities. So far all of the mental health courts are located in geographic areas covered by our interagency agreements. The new system in conjunction with our counselor's efforts is proving useful in the rehabilitation process for consumers for whom success is most elusive.

In the regions of the state not covered by the interagency agreements SPMI consumers meet with general case load counselors and begin the normal rehabilitation process from application, to eligibility, plan development, service provision, placement, and eventual closure. In such cases the customer is provided all the normal individualized services, however, is not able to access the counselors with the greatest expertise and specialization for MI. Additionally, the specialized counselors have developed a close working relationship with their respective regional mental health providers which encourages more timely referrals and better support throughout the rehabilitation process.

Department of Labor (IDOL) – Prepared and Connected = Employed (PACE) Job Club

In collaboration with Idaho Department of Labor (IDOL), the Division has developed a cooperative agreement that will provide specialized job search assistance to customers in the Treasure Valley area. At this time, available funding will only support the creation of a job club in this designated area of the state. However, due to the concentration of people within the Treasure Valley, the job club will be able to reach a significant portion of the population.

The purpose of this agreement is to provide a facilitated job club strategy targeted to the unique needs of customers who are applicants for or recipients of VR services. IDOL will continue to offer the traditional job clubs throughout the state. The services provided in the VR PACE Job Club will not be the usual and customary services provided in a traditional IDOL job club, but will be new, modified, expanded and/or re-configured to have a vocational rehabilitation and disability focus. The customized services provided in the VR PACE Job Club are only available to applicants for, or recipients of VR services.

The IDOL will pay certifiable non-federal monies for services executed under this interagency agreement. The agreement covers Boise, Nampa, Caldwell, and Meridian areas. In the regions not covered by this agreement, a traditional job club continues to be available to all consumers through the DOL.

Attachment 4.8(a) - Cooperative Agreements with Agencies Carrying Out Activities under the Statewide Workforce Investment System

The Workforce Development Council is the sole workforce investment board in the state to oversee a statewide regional planning area. It was established to provide strategic direction and oversight of Idaho's workforce development system. This requires the Council to exercise special responsibility for development and oversight of the state's workforce development infrastructure and program. The Council members represent business, workers, education, state and local government and community based organizations. As a result of this consolidation, there is a single memorandum of understanding (MOU) that includes all Workforce Investment System partners. The purpose of this MOU is to establish the framework for operation of the One Stop system in a manner that maximizes access to services for business, students, and job seeking customers while making efficient use of public resources and enhancing coordination among partners.

The following statement from the agreement summarizes the intent and purpose of this statewide partnership:

"This Memorandum of Understanding (MOU) is entered into in the spirit of cooperation and collaboration by the Workforce Development Council, hereafter referred to as "the WDC" and the One Stop delivery system signatory partners, hereafter referred to as the 'One Stop partners' or 'partners' to describe how their

various funding streams and resources will be utilized to better serve their mutual customers, both job seekers and employers, through an integrated system of service delivery operated at comprehensive sites known as Idaho Works Career Centers and satellite sites, called Idaho Works Career Connection sites. It is understood that the development and implementation of these Centers will require mutual trust and teamwork among the One Stop partnering agencies and the WDC, working together to accomplish the shared goals."

4.8(b) (1) Cooperative Agreements with Agencies and Entities Not Carrying Out Activities under the Statewide Workforce Investment System

The Idaho Division of Vocational Rehabilitation does not engage in any programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

The Idaho Division of Vocational Rehabilitation (IDVR) and the following entities have entered into formal agreements, which outline the specific activities expected of each partner. The agreements outline goals, planning processes, information sharing and confidentiality, technology, continuous improvement and accountability, service delivery support, cost sharing, annual action plans, duration, amendments, and termination/conflict resolution when applicable. These entities include:

Idaho Industrial Commission:

This agreement outlines the relationship between IDVR and the Industrial Commission with regard to persons injured on the job who may also have other non-work related injuries. The Industrial Commission will be the lead Agency for injured workers in Idaho and will refer them to IDVR when they are unable to return to previous or similar employment due to the work related injury.

Idaho Department of Health & Welfare, Division of Behavioral Health, Adult Mental Health:

The Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Department of Health and Welfare, Division of Behavioral Health, Adult Mental Health enter into this agreement annually for the express purpose of better serving Idahoans experiencing severe and persistent mental illness. A team approach will be used to ensure that the Idahoans served by this agreement will benefit as to remaining de-institutionalized and successfully integrated into their respective communities from a psychological, psychosocial, and employment perspective. Those customers who have a severe and persistent mental illness deemed not eligible for this program will be referred to the general IDVR program. Those customers who have a severe and persistent mental illness deemed ineligible for this program or IDVR services will be referred to appropriate resources for assistance.

Tribal VR (Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Bannock Tribe, Shoshone/Paiute Tribe):

The intent of these agreements is to develop and implement a cooperative system for providing vocational rehabilitation services to eligible American Indians with disabilities and to promote and enhance to the greatest extent possible vocational rehabilitation services like that of those provided by the State of Idaho. The IDVR has the basic responsibility to provide rehabilitation services to all eligible customers of Idaho. The Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Paiute and Shoshone/Bannock Tribe, through a Federal Section 121 grant, will work cooperatively with IDVR.

Idaho Department of Labor /Data Sharing:

This agreement provides for disclosure of employment security information by the Idaho Department of Labor to IDVR for the purpose of evaluating customers' acquisition and retention of employment and earnings. The agreement also enables IDVR to meet federal reporting requirements under Section 106 of the Rehabilitation Act as amended by Title IV of the Workforce Investment Act of 1998.

State Use Contracting Programs:

The State of Idaho has a 1973 statute referred to as the "Use Law." A Council appointed by the governor facilitates the sale of goods and services from thirteen (13) Community Rehabilitation "Not for Profit" Programs. A cooperative agreement is not necessary.

Idaho Educational Services for the Deaf and Blind (IESDB):

This agreement established guidelines and policies to facilitate the referral of IESDB students to the Agency for appropriate vocational rehabilitation services and to coordinate the provision of services when the student(s) is/are mutual customers of both entities.

Project Search:

Project Search is a high school transition collaborative effort between school districts, the IDVR, Community Rehabilitation Programs (CRP's) and host businesses. It is a national/international training effort to prepare transition students identified as requiring long term supports for the world of work thus helping them move into community employment after high school graduation. Idaho currently has one active project in the Coeur d'Alene area which is a joint effort with VR, Coeur d'Alene and Post Falls school districts, TESH, and Kootenai Health. The Project Search program combines two hours of daily classroom training along with four hours of unpaid internship. These internship experiences are done in three different eight week rotations and can include: housekeeping, dietary, laundry, child care, and equipment transportation. Even though the students may not be hired by the host business, they are better prepared for work and better able to access employment after Project Search

completion. At this time, Project Search has only been established in the Coeur d'Alene region.

U.S. Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program and IDVR:

This cooperative agreement is entered into by the U.S. Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment Program (VR&E), and the Idaho Division of Vocational Rehabilitation with the purpose of ensuring seamless, coordinated, and effective vocational rehabilitation services to Idaho's veterans with disabilities and dependents with disabilities, improving cooperation and collaboration between the two agencies, avoiding duplication of services, improving inter-agency communication, and to establish staff cross-training opportunities.

Independent Living:

IDVR currently contracts Title VII, Part B funds to the State Independent Living Council (SILC) and Disability Action Center-NW (DAC). IDVR has allocated 71% of independent living funding provided through Title VII to the SILC. The remaining 29% is distributed directly to the Disability Action Center (a center for independent living). Part B funds are used to enhance and expand core independent living services.

University of Idaho College of Education Department of Leadership and Counseling:

IDVR and the University of Idaho (U of I) entered into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and the only University that provides the vocational rehabilitation counselor program. The vocational rehabilitation counselor program is administered and delivered through the Leadership and Counseling Department of the College of Education.

Idaho Department of Health & Welfare - Division of Health –Children's Special Health Program:

The agreement facilitates the referral of children ages 16 to 18 with significant disabilities to the IDVR program. It indicates we will work together to ensure appropriate transition to adult life to eligible youth.

Attachment 4.8(b) (2) Coordination with Education Officials

Colleges and Professional Technical Programs in Idaho under the State Board of Education:

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The Idaho Division of Vocational Rehabilitation is an agency of the State Board of Education and partners with other agencies under the Board through coordination and collaboration.

These agreements provide coordination of services between IDVR and the universities and colleges in Idaho, so that students with disabilities can succeed in an environment of higher education as outlined in CFR361.22.

The cooperative agreements with colleges and universities outline information regarding consultation and technical assistance, roles, responsibilities, including financial responsibilities of each, and procedures for outreach to and identification of students with disabilities who need services.

Idaho Department of Education - Secondary Transition:

This agreement deals with our mutual definition of secondary transition and the cooperative delivery of services to transitioning students with disabilities. It outlines the provision of services required from local school districts, IDVR and Idaho Commission for the Blind and Visually Impaired, roles and responsibilities of each Agency including financial responsibilities, provisions for determining state lead agencies and qualified personnel responsible for transition services.

The parties enter into these agreements solely to facilitate the transition of students with disabilities from K-12 public education into adult life. This transition to adult life may involve any or all of the following goal oriented activities: post-secondary education, training and job placement, direct placement into appropriate employment (to include supported employment if required), consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities, advocacy, and any other activities that are relevant to the student and within the scope of the IDVR mission and role.

This agreement with the Idaho Department of Education and education officials ensures a coordinated, comprehensive system focusing on youth with disabilities as they transition from secondary school to post-school activities, promoting post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation emphasizing a team approach to facilitate the transition of students with disabilities from public education into employment. Roles and responsibilities, including financial responsibilities, of each Agency, including provisions for determining state lead agencies and qualified personnel responsible for services are outlined as well. This agreement also includes referrals of students with disabilities (e.g. physical, medical) who are not eligible for special education services, and students who have a 504 Plan (Rehabilitation Act of 1973), to IDVR for determination of eligibility for vocational rehabilitation services.

This agreement outlines the local education Agency responsibility for the purchase of assistive technology equipment that is required for educational purposes. The agreement also outlines IDVR responsibility for the purchase of any assistive technology device or equipment that may be necessary for the student's eventual employment. The agreement also provides a protocol for discounting the cost of equipment purchased by the school for repurchase by IDVR to be utilized in an employment program.

Additionally, IDVR will accept referrals within 2 years prior to the student exiting high school (or earlier if appropriate), determine eligibility and collaboratively, with input from the student's Individualized Education Program (IEP) Team, develop Individual Plans for Employment (IPEs).

Idaho Interagency Council on Secondary Transition:

IDVR continues to be involved in the Idaho Interagency Council on Secondary Transition with the purpose of ensuring that youth with disabilities experience a collaborative, comprehensive system that facilitates a smooth transition from secondary school to adult life. The goal of this group is to provide and promote a common conceptual framework that leads to opportunities for youth with disabilities in community living, recreation, continued education, and employment. Interagency cooperative planning, information sharing, and the collaborative use of resources will help accomplish our mission at the state and local level.

Idaho Educational Services for the Deaf and Blind (IESDB):

This agreement established guidelines and policies to facilitate the referral of IESDB students to Vocational Rehabilitation for appropriate vocational rehabilitation services and to coordinate the provision of services when the student(s) is/are mutual customers of both entities.

Attachment 4.8(b) (3) Cooperative Agreements with Private Nonprofit Vocational Rehabilitation Service Providers

IDVR does not establish cooperative agreements with private nonprofit vocational rehabilitation service providers as we purchase services on a fee-for-service basis.

IDVR has implemented two reimbursement methods with private, nonprofit Community Rehabilitation Programs (CRP). These include contracts for services provided on an incremental basis (payments following the provision of selected services) as well as fee-for-service.

IDVR participates as a guest at quarterly meetings conducted by CRP associations. Furthermore, IDVR maintains ongoing communication with CRP's who are nonprofit and unaffiliated with a CRP association. The main purpose of the Agency participation is to solidify and improve collaborative relationships for

the enhancement of service delivery to customers with disabilities.

All new providers of community rehabilitation services for IDVR customers must go through a certification and approval process. The Field Services Chief reviews the qualifications of the vendors providing services to IDVR customers in order to assure the quality of these services, as well as the safety of customers. Vendors are certified through either the Commission on Accreditation of Rehabilitation Facilities (CARF) or Rehabilitation Services Accreditation System (RSAS).

IDVR policy assures that applicants and eligible customers exercise choice of service providers. Each region throughout the state provides a comprehensive list of CRP services and expertise available, which enables the customer to make an informed choice in the selection of an appropriate vendor.

Lastly, IDVR is in the process of developing a monitoring system that will evaluate on-going specific CRP programs and services. This monitoring system will provide quality assurance oversight of the CRP vendors. This system is scheduled to be in effect beginning July 2012.

4.8(b) (4) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services and Extended Services

IDVR is committed to the advancement of opportunities for Idaho citizens with disabilities including those with the most significant disabilities to be employed and to become independent in the least restrictive and most integrated environments. IDVR has established and continues to maintain strong working relationships with pertinent state agencies and other appropriate entities to assist in the provision of supported employment services throughout the state.

IDVR continues to manage extended employment funding which is annually provided by appropriation from the state legislature. One full time employee is responsible for distributing the funding among the participating community rehabilitation programs that offer not only community supported employment but also extended sheltered employment.

IDVR continues to be successful in maximizing the Federal Supported Employment allocation by collaborating with other agencies and organizations to ensure that available resources are identified and utilized in order to maximize the impact of the services for all customers with the most significant disabilities requiring long-term community supported employment. Included within this collaboration are Medicaid services provided under the Home and Community Based Services Waiver, as well as services provided through the statewide IDVR consortia with the State Regional Mental Health programs.

IDVR counselors work closely with the staff involved with the State Extended Employment Services program to ensure that eligible individuals are referred and

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placed on the waiting list to receive long-term community supported employment funding when appropriate. IDVR counselors also assist customers who desire to move from an extended services environment into competitive and community-based supported employment when appropriate.

Attachment 4.10 Comprehensive System of Personnel Development

1. The following describes the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs including:

The collection and analysis of data on all personnel includes the following:

- IDVR maintains a system of job descriptions and incumbent staff in all positions.
- An annual needs assessment is conducted to identify and analyze the training and development needs of all IDVR rehabilitation personnel.
- The analysis of current and future staffing needs is ongoing.

(1) (A) Our current ratio of VR counselors to customers served per fiscal year is 1:195

(1) (B) IDVR currently employs a total of 150 staff. The breakdown of personnel is as follows:

Job Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 years
Qualified Rehabilitations Professionals Vocational Rehabilitation Specialists Vocational Rehabilitation Counselors	72	1	35
Vocational Rehabilitation Assistants	50	2	40
Field Management Staff	9	1	1
HR	2	1	0
Fiscal	5	1	0
IT	5	1	1
Planning and Evaluation	2	0	1
Administrative Assistants	3	1	0
Extended Employment Services	1	0	0
Administrator	1	0	0

(1) (C) Current positions needed to meet the needs of the Agency are: One Business Liaison/Relations and one Business Analyst.

- The Agency has determined that a ratio of one (1) QRP for every 20,000 people in the state is an ideal staffing ratio. The population of Idaho is approximately 1.5 million people, thus a minimum of seventy-five (75)

QRP over the next five (5) years would be required to meet this ratio. IDVR currently has a total of seventy-two (72) QRP, VRC and VRS, thus three (3) additional positions are needed. In addition, one and a half to two VRA positions would be necessary to support the QRP to meet the demand for IDVR services.

2. The following describes the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development:

- (2) (A) The University of Idaho (U of I) is the only institution of higher education in Idaho that prepares VR counselors. The U of I is expanding their Rehabilitation Counseling and Human Services Master's program. Beginning in the Fall of 2012 the program will be offered in two Idaho locations and will accommodate twenty-five (25) students. They are working to offer a category "R" distance education program for individuals who have related Masters Degrees and need up to six additional courses to be eligible to sit for the CRC exam. This will assist IDVR in preparing many VRS staff that have a related Master to achieve their appropriate training and credentials as required by IDVR's CSPD standard.
- (2) (B) From the current Master in Counseling program at the U of I six (6) students are expected to graduate in May 2012 and an additional three (3) in either the summer or fall of 2012.
- (2) (C) Seven (7) graduates from the Master's program at U of I recently sat for the CRC exam. All seven passed and will be receiving certification.

Plan for Recruitment, Preparation and Retention of Qualified Personnel:

IDVR will continue to recruit qualified staff from the U of I and other regional and national institutions of higher education. We maintain periodic contact with Western Washington University, Portland State University, University of Arkansas, Utah State University, University of Northern Colorado, San Diego State University, University of Wisconsin-Stout, University of Arizona, Montana State University, New Mexico Highlands University, Texas Tech University and University of Texas Pan Am.

IDVR and the U of I developed an agreement in FFY 2011, to be renewed annually, that outlines the detail of a mutually beneficial partnership. IDVR contributes to the vocational counselor education program in order to ensure a long lasting quality educational program. The U of I will provide educational opportunities for existing staff and other rehabilitation related organizations and individuals to advance the profession of rehabilitation counseling. Educational opportunities could include not only formal university education but activities such as workshops, research projects, and specialty events, summer training

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conferences in conjunction with the Idaho Chapter of the National Rehabilitation Association, and internship positions within the University structure.

IDVR will provide feedback to the department chair and dean at the U of I on existing and future staffing needs, including individuals with disabilities as well as those with minority backgrounds.

IDVR has provided unpaid internships for Master level students in Rehabilitation or related fields in prior years and anticipates continuing this opportunity. Three of our current counselors completed their internships with IDVR prior to being hired into counseling positions.

The SRC also conducts annual staff surveys for all IDVR employees, compiles and reviews results and offers feedback and recommendations on findings, specifically areas that may need improvement.

IDVR continues to face challenges in recruiting qualified applicants. The entry-level wage for a QRP is lower than comparable state and private positions. IDVR has begun to address and implement a more competitive wage for QRP's and classified personnel. IDVR will continue to build a compensation package which will be competitive to other states and agencies contingent upon available funding.

All Regional Managers, Central Office Management and other leadership personnel complete recruitment activities. Development of recruitment and marketing plans continue to be a priority that will lead to an accurate assessment of the recruitment efforts of the Division. Furthermore, the Agency sends position announcements to the members of the State Rehabilitation Council (SRC) for them to disseminate to interested applicants.

Professional organizations such as the local chapter and the national chapter of the National Rehabilitation Association assist in promoting Agency recruiting efforts.

IDVR participates in Career Fairs around the state to encourage and seek out individuals from diverse backgrounds including individuals with disabilities and from minority backgrounds.

IDVR conducts exit interviews with staff, when possible, to determine whether there are areas of concern affecting staff retention that need to be addressed.

IDVR is committed to recruiting and hiring qualified personnel who are individuals with disabilities and/or from minority backgrounds. The Agency has a long history of recruiting, hiring and retaining such individuals.

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For FFY 2011 the turnover rate for QRP's was 10%, with the overall turnover rate at 13%. The current overall turnover rate is at 16%. With the Change in Employee Compensation (CEC) that is being implemented this year it is anticipated that the turnover rate will decrease. The Agency will conduct staff surveys every 18 months for all employees. Results will be compiled and reviewed to identify specific areas to enhance retention efforts.

Personnel Standards

The following describes the State Agency's policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared:

- (1) The State of Idaho does not require a state licensure for rehabilitation counseling. Personnel educational standards established by IDVR for qualified rehabilitation professionals (QRP) are intended to satisfy Federal requirements, 34 CFR 361.18(c). IDVR has established three QRP levels: Vocational Rehabilitation Counselor I, II and III (VRC I, II and III). The educational standards that satisfy the Agency's CSPD policy for the counselor positions are as follows:

1. A current Certified Rehabilitation Counselor (CRC) designation obtained through the Commission on Rehabilitation Counselor Certification (CRCC)
OR
2. Graduation from a program accredited by the CORE with a Master's Degree in Rehabilitation Counseling **OR**
3. A current Licensed Professional Counselor (LPC) or Licensed Clinical Professional Counselor (LCPC) designation issued by the State of Idaho Bureau of Occupational Licensing (IBOL); Rules of the Idaho Licensing Board of Professional Counselors and Marriage and Family Therapists, IDAPA 24.15.01.

CRC designation is required for the Chief of Field Services and all Regional Managers. The CRC, LPC or the LCPC designation is required for all VRC III positions. IDVR's minimum standards for all other agency positions are the State of Idaho's minimum standards for each position.

- (2) IDVR places great importance on recruiting, hiring and retraining staff that are appropriately and adequately trained to provide services to our customers with disabilities. There are currently fifty-nine (59) QRP who meet IDVR's CSPD educational standards, ten (10) who do not meet the standards and three (3) vacant positions.

- (3) (A) IDVR continues to encourage further formal education. We also provide ongoing in-service training through funds from the Basic and Quality In-service Training Grants.
- (3) (B) All newly hired VR Counselors (VRC) meet the highest standard at the time of hire. Newly hired VR Specialists (VRS) are expected to meet CSPD requirements within five (5) years of hire date. IDVR anticipates meeting CSPD in 2017.
- (3) (C) Assessment of IDVR's progress in hiring and retraining personnel is monitored by the hiring manager on an ongoing basis through annual performance evaluations and employee development plans.
- (3) (D) Due to the limited pool of recruits for the QRP positions, IDVR will consider hiring individuals who do not possess the above academic standards. These individuals are hired into the Vocational Rehabilitation Specialist (VRS) title. The VRS is the exempt classification for staff hired who do not meet the minimum qualification standards for IDVR's QRP (VRC).

Staff Development

The following describes the State Agency's policies, procedures and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of:

- 1. A system of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology; and**
- 2. Procedures for the acquisition and dissemination to designated state unit professionals and paraprofessional's significant knowledge from research and other resources.**

(1) IDVR tracks and monitors each employee's individual training and development. Special emphasis is placed on training required to maintain CRC or LPC certification. This includes training on disability topics, vocational counseling, assessment, job placement strategies and assistive technology.

(2) An annual training needs assessment is conducted to determine personnel training needs. Individual employee skill sets, position descriptions and position duties are also assessed to identify areas that require further development. In addition, organizational needs are analyzed to identify areas in need of succession planning, to expand those employee skills essential in the effective servicing of special populations and to meet job demands. Information gathered from employee performance evaluations, supervisory feedback, employee exit interviews and administrative review results also assist the Agency with identifying areas of need.

Statewide training for all Field staff is currently being provided on the topic of Motivational Interviewing (MI). MI techniques provide methods of obtaining an accurate understanding of client expectations, perspective and goals in a more efficient manner. Research indicates the MI techniques reduce the number of counseling sessions required as well as generate a greater number of successful outcomes. The training is delivered over a three (3) month period and involves a two (2) day training session followed a month later by a one (1) day session and then a final one (1) day session a month after that. In FFY 2011 twenty-seven (27) VR counselors and specialists participated in the MI training. From that group ten (10) staff has continued to work on obtaining a higher level of MI proficiency. Self-report from the FFY 2011 participants indicates the techniques are effective. The Central Office staff will receive a one (1) day overview of MI.

Throughout the year, training requests are approved for individual and group training in areas of interest or need. A variety of platforms in used for dissemination, including face-to-face training, conferences, webinars and online. Topics for 2011 included but were not limited to: Ethics, Rehab Act, TBI, Autism, Assistive Technology, Idaho Conference on Alcohol and Drug Dependency, Tools for Life, Serving People who are Deaf or Hard of Hearing, and Mental Health Court Regional Conferences.

Succession planning and leadership development continue to be a focus of the Division. During 2012, three (3) counselors were promoted to Regional Manager positions and one (1) Regional Manager promoted to the Planning and Evaluation Manager position at Central Office. The new Regional Managers participated in an orientation with Central Office Staff. They will also be involved in a distance education program for new supervisors being offered through the Center for Continuing Education in Rehabilitation (CCER). In our efforts to provide qualified personnel to move into promotional openings the agency supported two (2) staff in the last session of Emerging Leaders training that is offered through CCER and will be supporting two (2) staff in the next series. Direct management experience is provided to staff through the use of an assistant regional manager designation in each of the eight (8) regions. This position is filled on a rotating basis allowing qualified staff within each region an opportunity to experience management duties.

New VR staff will participate in a new employee orientation which is provided by Central Office staff, the immediate supervisor and other designated employees. Critical Case Questioning and Caseload Management training is offered annually to new VR counselors, specialists and assistants. New VR assistants also participate in an online series designed for paraprofessional staff. The course covers the History of VR, Basic Ethical Considerations, Navigating Sticky Situations, Developing Collaborative Relationships and Cultural Diversity.

Personnel to Address Individual Communication Needs

IDVR employees that are fluent in Spanish are recruited to serve the needs of the Hispanic communities located throughout the state.

The Agency supports one caseload in the Treasure Valley that specifically addresses the needs of the deaf and hard of hearing customers. Sign language interpreting services are also purchases when necessary.

Since Idaho has a separate entity that addresses issues related to low vision and blindness, IDVR does not provide specific training to its staff in Braille.

Coordination of Personnel Development under the Individuals with Disabilities Education Act

The Field Services Chief is assigned as an active member of the Idaho Interagency Council on Secondary Transition and the Special Education Advisory Panel, which promotes interagency cooperative planning, information sharing, and the collaborative use of resources at the state and local level. This Council works to ensure that training needs are adequately identified and then addressed through shared training opportunities.

Attachment 4.11(a): Statewide Assessment

Results of Comprehensive Statewide Assessment of Rehabilitation Needs of Individuals with Disabilities and Need to Establish, Develop or Improve Community Rehabilitation Programs

In response to the requirements of Section 101.15 (a) of the Rehabilitation Act as amended, the Idaho Division of Vocational Rehabilitation (IDVR), in partnership with the State Rehabilitation Council (SRC), draws from many sources to assess thoroughly the needs of Idahoans with disabilities. The current Statewide Needs Assessment spans FFY 2011-2013. The Statewide Comprehensive Needs Assessment will continue to be conducted on a triennial basis and will include case reviews, consumer satisfaction surveys, focus groups of people with disabilities, town meetings conducted annually in major metropolitan areas of the state, as well as information gathered from community rehabilitation programs statewide. Additionally, counselors assigned to specialized populations (deaf and hard of hearing, transition, corrections, mental health, migrant and seasonal farm workers, American Indians, as well as Hispanics) elicit input not only from the customer population but from others who provide services to these populations including input from various state boards and groups focused on the needs of people with disabilities.

Other facets of the IDVR Needs Assessment include:

1. A Strategic Planning process involving a rolling three-year plan which is updated annually. The strategic plan has become an important tool in the decision making process that affects the day-to-day operations of IDVR. Input is solicited from IDVR staff, the CAP, the SRC, and the SILC. Primary focus areas include:
 - Service delivery with an emphasis on continued improvement in the quality of service delivery
 - Minority populations and other targeted populations
 - Deaf and hard of hearing
 - Strengthened partnerships with shareholders
 - Enhanced revenue opportunities for all VR programs
 - Transitioning students
2. Comprehensive Statewide Needs Assessment Survey:
The survey was designed to evaluate the degree to which IDVR is addressing the rehabilitation needs of the demographic populations encompassed within this state.

Groups targeted for their input and statewide representation included:

- Client Assistance Program (CAP)
- A variety of specific disability advocacy organizations, e.g. Parents Unlimited, NAMI
- Statewide transition partners
- Consumers
- Colleges and Universities
- State Mental Health Council and mental health providers
- State Independent Living Council
- State Rehabilitation Council
- Developmental Disability Council
- Task Force on the ADA
- Adult Corrections
- Juvenile Corrections
- WIA partners
- Department of Labor
- Industrial Commission
- Local and statewide school personnel
- Local Chambers of Commerce
- Idaho Migrant Council
- Health related organizations
- Veterans Administration
- Commission for the Blind and Visually Impaired
- American Indian Tribal representatives and 121 projects

- Idaho Inclusiveness Coalition
- IDVR staff
- Community Rehabilitations Programs

A total of 381 responses were recorded. In addition, responses were recorded from the wide spectrum of sources that were tapped throughout the state including focus groups of people with disabilities, town meetings, responses procured from community rehabilitation programs, counselors assigned to specialized populations, as well as various state boards and groups focused on the needs of people with disabilities. Five major themes were identified that are capable of being addressed within the purview of IDVR.

Those themes were:

1. Hispanic population:

A significant number of responses focused upon the need to ingress this population more effectively. An analysis of this need indicated an expanding population which constitutes 10.2% of the statewide population. It was further noted that during FFY 2009 the Hispanic/Latino population constituted 8% of the entire clientele served by the Agency.

2. Outreach to other targeted minority populations:

Historically, the population of Idaho has not included a variety of minorities. During the most recent statewide needs assessment it was determined that various minorities have begun to migrate into the state and together constitute a statistically significant population that is currently underserved. Those populations include African Americans, Asian Americans, American Indians and Alaska natives. Additionally, due to the increase of the lifespan of Americans, older workers are choosing to extend their employment activity into the later years and, therefore, constitute another underserved minority population.

3. Transitioning Students:

It was determined that IDVR should more closely collaborate with statewide educational partners in order to identify and promote vocational goals that reflect labor market trends within the state and correlate with the interests and aptitudes of the student. Some responses received reflected issues beyond the scope of VR services alone, including the lack of effective family support, inefficient school sponsored work experiences, and a stronger network and coordination among agencies designed to provide the essential support required to ensure the acquisition of meaningful employment that will result in self-sufficiency.

4. Deaf and Hard of Hearing:

The statewide assessment identified a need to increase Agency capacity to provide substantial vocational services to this historically underserved population.

5. Supported Employment Services:

The following comments were recorded in regard to this topic: A stronger focus on community based, integrated employment rather than sheltered employment (work services), increased long-term funding for supported employment, and a reduction of the waiting list for funding of supported services. During FFY 2009 efforts were made to increase this budget but with no success. Due to the current state of the economy, it is not anticipated that any additional money will be allocated to this service over the next few years.

Individuals with the most significant disabilities, including Supported Employment:

IDVR is not operating under an order of selection and is able to serve all eligible Idahoans. At the end of FFY 2009, 97% of all cases open during the year were coded as either significantly disabled (SD) or most significantly disabled (MSD). No one was closed in extended employment in a non-integrated setting.

The Comprehensive Needs Assessment reinforced the need for additional state-only funds designated for long-term support. There is a strong consensus among stakeholders regarding the need to work closely with IDVR to craft a solution to the long-term support funding shortfall.

Additionally, a stronger focus on community based employment outcomes rather than sheltered workshop (extended employment) has been identified as a need for this population.

It should be noted that all customers served in supported employment meet the classification of MSD. IDVR monitors the proper coding of MSD through its on-going case review process.

Through representation on the SILC, IDVR provides significant input into the development of the State Plan for Independent Living (SPIL). The SILC conducted a series of focus groups across the state to gather input on the needs of customers with disabilities, particularly those with the most significant disabilities. IDVR incorporated the results of these focus groups into its Comprehensive Needs Assessment.

Service Needs of Individuals with Disabilities who are Minorities:

IDVR addresses services to minority customers through the hiring of a culturally diverse staff, by providing cultural diversity training to IDVR staff, by hiring bi-lingual vocational counselors to ingress the Hispanic population, and by collaborating with the three Section 121 Tribal Vocational Rehabilitation (TVR) grantees.

The most recent census data indicates that Idaho's two largest minority groups include: Hispanics at 10.2% of the state's population and American Indians are at 1.5% of the state's population. In FFY 2009, Hispanics comprised 8.2 % of IDVR customers served. American Indians comprised 3.4 % of IDVR customers served. Historically, particular areas of the state with higher Hispanic populations have been underserved because of the unique barriers related to the culture, which make it difficult to attract participation from that population.

It is important to note that efforts were undertaken to solicit responses from the Hispanic population in regard to the Comprehensive Needs Assessment. In reality, because of the cultural disconnect between this population and government programs; the rate of response was marginal. However, this disadvantage was partially mitigated by the bi-lingual counselors serving this population who were able to elicit some meaningful responses not only from customers but from collateral support sources.

Individuals with Disabilities who have been Unserved or Underserved:

Historically, transitional students in Idaho have experienced significant barriers when exiting the school system and entering the world of work. The following barriers have been identified:

- More vocational training at the high school level needed (lack of work skills)
- Knowledge of procedural details related to scholarships, applications (employment or school), resumes, etc.
- Difficulty accessing community resources
- Family support/attitudes
- Limited job opportunities in small communities
- Fear of losing SSA benefits
- Lack of work ethics and experience
- Substance abuse issues
- Transportation
- IDVR has identified the transitional population as a major focus area in its current State Plan. The barriers noted above will continue to be addressed by IDVR and partners as outlined in Goal #3 of the State Plan.

Individuals with Disabilities Served through Other Components of the Statewide Workforce Investment System:

IDVR is an active participant in the Statewide Workforce Investment System. Each region of the state has established a regular schedule of participation within each One Stop Center. In one particular region the VR counselor is permanently housed within the One Stop Center.

IDVR continues to provide training and information to One Stop Center partners on disability related issues, thus increasing the willingness and ability of all partners to serve customers with disabilities.

While no specific concerns or problems were identified regarding the relationship between IDVR and the One Stop centers, IDVR will continue to build upon the partnership developed to date.

Assessment of the Need to Establish, Develop, or Improve Community Rehabilitation Programs (CRP) within the State:

IDVR maintains a CRP specialist who serves as a liaison with CRPs and is vested with the responsibility for insuring that services are delivered consistent with IDVR standards.

There are thirty-eight Community Rehabilitation Programs in Idaho. Twelve of them belong to a traditional association called ACCSES IDAHO and the remainder are realigning with a new association called Vocational Services of Idaho (VSI).

The majority of the ACCSES-IDAHO is accredited by Commission on Accreditation of Rehabilitation Facilities (CARF). The remainder of the CRPs is accredited by Rehabilitation Services Accreditation System (RSAS). IDVR monitors all CRPs to ensure that they are properly accredited before they are accepted as viable vendors. This monitoring is ongoing to ensure that the accreditation remains active. Additionally, IDVR is in the process of developing a monitoring protocol that will collect specific on-going program data.

Idaho is a predominantly rural state. In several of the rural areas there is very limited choice with regard to CRP vendors available. In the current economic downturn, most CRPs have also felt the impact of federal deficits and reduced state general funds. This economic situation has a direct impact on the types of service CRPs are capable of providing to customers with disabilities. The possibility of a CRP requiring assistance in improving or expanding services delivery will be monitored in order to ensure high quality service delivery and positive outcomes. IDVR continues to facilitate on-going discussions with interested stakeholders to address this particular need.

Attachment 4.11(b) Annual Estimates

Annual Estimate of Individuals to Be Served and Cost of Services:

The estimated number of all customers who are eligible for services under this State Plan: 13,000

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IDVR is not in an order of selection.

Category	Title I or Title VI Funds	Estimated Number to be Served	Average Cost of Services
Title I Part B	\$6,200,000	5000	\$1240
Title VI Part B	\$220,000	400	\$550
Totals	\$6,420,000	5400	\$1189

Attachment 4.11(c)(1): State's Goals and Priorities for FFY 2013

The goals and priorities for the Idaho Division of Vocational Rehabilitation (IDVR) are reviewed annually and revised as necessary based on input from a variety of sources including the State Rehabilitation Council (SRC), Agency staff, State Independent Living Council (SILC), Client Advocacy Program (CAP), Tribal VR representatives, the Statewide Comprehensive Needs Assessment, the Field Services Employee Council and the IDVR Management team. IDVR met with the SRC to solicit feedback and the Council co-sponsored three public forums. Approximately 32 individuals attended the public forums.

The goals and priorities are developed using information from the FFY 2010 Comprehensive Needs Assessment, findings and recommendations from monitoring activities conducted under Section 107, first hand observation and experiences of the rehabilitation managers and Field Services Employee Council, input from organizations mentioned in the previous paragraph, and the expectations defined by federal standards and indicators. These goals and priorities were jointly developed and agreed to by IDVR and the State Rehabilitation Council.

The goals and priorities identified for inclusion in this State Plan will be:

- Measurable
- Attainable
- Meaningful based upon the unique needs and circumstances of Idaho, keeping in mind the rural nature of this state and the limited resources available
- Consistent with IDVR mission and principles
- Disseminated to staff and evaluated annually
- Consistent with federal standards and indicators

The following identifies IDVR's three major goals:

Goal #1 – To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.

Goal #1 reflects IDVR's focus on providing quality services that are timely and meet the need of the customer by improving its service delivery. The priorities that follow respond to the needs assessment finding and stakeholder input related to the desire to improve job supports, job readiness and the increase of best practices capacity building. To achieve this goal, IDVR establishes the following priorities:

- Provide customers with effective job supports including adequate job preparedness and training to increase employment stability and retention.
- Increase employment successes for transition age youth.
- Implement quarterly meetings with all School-Work transition counselors to increase shared best practice capacity building
- Enhance the work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.
- Expand the number of Project Search programs statewide.
- Increase the effectiveness of guidance and counseling in order to provide customer informed choice during the rehabilitation process.
- Offer benefit planning to all customers receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

Goal #2 - To Provide Organizational Excellence within the Agency.

Goal #2 reflects IDVR's commitment to establishing systems and methods to better develop, support and promote IDVR staff and improve overall retention as well as improve the efficiency and effectiveness of organizational systems used by staff. To achieve this goal, IDVR establishes the following priorities:

- Increase the focus of customer service within the IDVR delivery system.
- Comply with State and Federal regulations.
- Enhance the quality of a statewide program and evaluation system.
- Develop a more comprehensive reporting budget structure throughout all IDVR departments.
- Utilize Information Technology to its maximum capacity for effective staff performance.

- Utilize training to its maximum capacity for effective staff performance.
- Maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Goal #3 - To have strong relationship with our stakeholder and partners engaged in the mission of Vocational Rehabilitation.

Goal #3 reflects IDVR's commitment to increasing its visibility in the community and strengthening its connection to other programs that serve customers with disabilities as well as employers. The following priorities are a response to the needs assessment finding and stakeholder input related to the need for enhancements in collaboration between IDVR and existing partner agencies as well as outreach to potential partner agencies. To achieve this goal, IDVR establishes the following priorities:

- For IDVR to be recognized as the expert in the workforce needs of the business community for individuals with disabilities.
- Enhance a business network with employers to promote the hiring of customers with disabilities.
- Develop a Business Liaison/Relations position.
- Develop an outcome based payment system of services with Community Rehabilitation Programs (CRP).
- Provide ongoing opportunities to stakeholders and partners for effective input and feedback in the IDVR process.

Attachment 4.11(c) (3) Order of Selection

IDVR is not currently in order of selection.

Attachment 4.11(c) (4): Goals and Plans for Distribution of Title VI, Part B Funds

IDVR received approximately \$297,000 in Title VI, Part B funds in FFY 2011. These funds were distributed in case service allotments to all IDVR regional offices to fund supported employment services under individualized plans for employment (IPE's). IDVR focuses Title VI, Part B funds on direct case service provisions including situational assessment, job placement, and job coaching, as well as supportive services. IDVR's Title VI, Part B funds do not cover all necessary expenditures associated with a supported employment strategy for

IDVR customers and therefore the Agency has and will continue to supplement Title VI, Part B funds.

IDVR utilizes the State's Extended Employment Services program as well as the HCBS Medicaid Waiver for long term support.

IDVR's objective for FFY 2013 is to increase the number of customers with a successful outcome by 5%.

Attachment 4.11(d) State Strategies to Achieve Goals and Priorities and Use of Title I Funds for Innovation and Expansion Activities

Innovation and Expansion:

IDVR will implement a demonstration project of the WorkStrides career preparation workshop. WorkStrides is a Career Development Program that was developed by Washington VR. This is a three day, six hour per day training that addresses a wide range of employability dimensions. Topics include: Exploration of interests, aptitudes, values, identifying barriers to employment, coping with change, self-esteem, decision making, and vocational goal setting. This workshop is designed to improve and expand the preparation of eligible customers preparing for plan development and employment.

IDVR will provide funding support for the State Rehabilitation Council expenditures including travel, lodging, advertising for town meetings, supplies, meeting room rentals, interpreters when necessary, facilitation services, and costs related to consumer satisfaction/outreach surveys.

Funding support for the State Independent Living Council (SILC) is also allocated out of Innovation and Expansion funding. Supplemental funding support for the SILC will be utilized to assist in the cost of salary and benefits for a fiscal technician, the Executive Director, and an Administrative Assistant II positions.

State Strategies to Achieve Goals and Priorities:

The following strategies have been identified to support the needs identified in the FFY 2010 Comprehensive Statewide Needs Assessment as described in Attachment 4.11(a) and the Agency goals and priorities in Attachment 4.11(c)(1). These strategies will be implemented in order to achieve Agency goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the vocational rehabilitation and supported employment programs.

These strategies are subject to change due to the nature of the strategies and the continuous evolution of concerns related to disability issues in the state. The Agency continuously monitors these strategies based on current circumstances, striving to stay in tune with the needs of Idahoans with disabilities.

Attachment 4.11(d) (1) (A): Expansion and Improvement of Services to Individuals with Disabilities and Assistive Technology Services and Devices

Strategy 1: Assistive Technology Services and Devices

IDVR will continue to focus upon efficient usage of rehabilitation technology enhancements as they become available on the market. This equipment will be utilized to overcome barriers that would otherwise impede the achievement of a desired vocational outcome.

Through the Idaho Assistive Technology Project (IATP), IDVR will access resources to assess and obtain recommendations for customers who are requiring technology devices to achieve a successful employment outcome. IATP provides assistive technology training to IDVR staff to include a review of the most updated services and devices which may enhance a customer's functioning ability. In an effort to supplement face-to-face training, the project is developing an online learning community which will house "just in time training" and materials for the IDVR staff to access. This information will be updated yearly to stay current with technology. IATP will continue to be available to field questions and provide technical assistance over the phone or by email. IDVR staff will refer customers to the IATP website for additional resources when applicable. Lastly, IDVR will have representation on the IATP advisory board. This individual will disseminate information to each regional AT staff representative.

IDVR will access and utilize rehabilitation technologies to assist in serving the deaf and hard of hearing population. During FFY 2009, IDVR established a new counseling position to address the deaf and hard of hearing population located within the Boise metropolitan valley. Rehabilitation technologies are incorporated within the service delivery process to include video phones, Caption phones (CapTel), and/or cellular phones for texting. Video Remote Interpreting (VRI) will be provided to the customer through the implementation of webcams and microphones. Lastly, IDVR is currently in the process of translating into an ASL video format all pertinent IDVR forms that are utilized by customers. When available, IDVR will also provide access to these forms on the Agency's internet website. These services will be implemented on an on-going basis and will continue to be upgraded as technologies progress.

Strategy 2: Expansion and Improvement of Services to Individuals with Disabilities.

- IDVR continues to refine a review instrument used for internal casework audits that identifies current practices that do not meet Agency or Federal standards as well as examples of "best case practices".
- IDVR will revise the Field Services manual in order to ensure that it complies with state and federal requirements.

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- IDVR will continue to collaborate with other state agencies and organizations to address disability related issues as they arise.
- IDVR staff will participate on regional or statewide transportation committees that are developed to expand or create options for public transportation and to represent the interests of Idahoans with disabilities.
- IDVR will actively support customers in their participation in Mental Health and Drug Court in communities where this program has been implemented.
- IDVR will continue to invite community rehabilitation partners to attend relevant trainings sponsored by IDVR, including the annual in-service training when appropriate.
- IDVR will continue to extend invitations to the Tribal VR representative to attend quarterly IDVR management meeting and staff trainings.
- IDVR will work closely with the Inter-Agency Secondary Transition Working Group and other interested organizations to share information and develop cooperative strategies that address the full spectrum of issues faced by transitioning youth.
- IDVR has initiated a cooperative agreement with the Idaho Education Services for the Deaf and Blind that utilizes the skills and expertise of IESDB staff in the recruitment and placement of eligible customers who are deaf and hard of hearing.
- IDVR transition counselors will work closely with school district special education directors and staff to provide VR orientation regarding the rationale behind the selection of the vocational goal for the IPE.
- IDVR will continue to collaborate with state Mental Health officials to develop collaborative means of bridging gaps in vocationally related mental health services caused by a decrease in overall funding of the mental health programs.
- IDVR, in conjunction with the SRC, will better educate legislators regarding the activities and accomplishments of the Agency.
- IDVR will increase efforts to educate the public, other state agencies, industries, and partners regarding the return on investment inherent in the VR program.
- IDVR will develop a strategy that will best illustrate to legislators and other interested parties the efforts made by the Agency in the rehabilitation of customers in agricultural sectors.
- IDVR will provide benefit planning information and referral material to customers initiating and completing the IDVR program, specifically WIPA and Partnership Plus.
- IDVR create a Business Liaison/Relations position within the Agency to address statewide employer needs.
- IDVR will enhance the working relationship with the Idaho Division of Veteran Services and the U.S. Department of Veterans Affairs (VA) in order to better serve veterans with disabilities.
- IDVR will build a working relationship with apprenticeship and labor organizations to facilitate the employment of customers with disabilities

- IDVR, in conjunction with the SRC, will work with other interested parties and organizations to educate employers and businesses regarding disability issues in order to create greater employment opportunities.
- IDVR will participate in the Consortium for Idahoans with Disabilities (CID), a cooperative group of community agencies, and organizations concerned with issues affecting people with disabilities.

Attachment 4.11(d) (1) (B): Outreach To Serve The Most Significantly Disabled Who Are Minorities or Unserved or Underserved

Strategy 1: Deaf and Hard of Hearing

The triennial needs assessment conducted in 2010 specifically identified as underserved, customers who are deaf or hard of hearing. IDVR developed a cooperative agreement to fund two full time positions to be housed within the Idaho Educational Services for the Deaf and Blind whose responsibility is to locate and refer deaf or hard of hearing transitioning students to IDVR for services. These resources will be used to increase the percent of customers participating in community based, integrated, employment.

During FFY 2010/11, IDVR, in association with the governor's office, analyzed the feasibility of integrating the Council for the Deaf and Hard of Hearing into the Agency. The Agency advocated for this integration for the following reasons: 1. The primary mission of the Council is to provide the deaf and hard of hearing with increased access to employment opportunities, 2. Increase awareness for the needs for the deaf and hard of hearing through educational programs, 3. Encourage consultation and cooperation among departments, agencies and institutions serving the deaf, 4. Provide a network through which all state and federal programs dealing with the deaf and hard of hearing customers can be channeled, and 5. Monitor consumer protection issues that involve the deaf and hard of hearing population. This proposed integration has taken place and the Council for the Deaf and Hard of Hearing is now considered a program as defined by the State of Idaho under the Idaho Division of Vocational Rehabilitation and subject to the same Federal rules and regulations.

Strategy 2: Hispanic/Latino

The primary minority and underserved population in Idaho is the Hispanic population, many of whom enter the state on a seasonal basis to work in agriculture. IDVR will continue to outreach and serve the Hispanic and well as the migrant and seasonal worker population. This particular demographic population experiences a large number of customers with the most significant disabilities based upon the labor intensive nature of the work and other occupational hazards related to seasonal and migratory farm work as well as cultural and education barriers. IDVR will work collaboratively with the Department of Labor, the Idaho Migrant Council, the Idaho Commission of Hispanic Affairs to identify methods to better communicate the mission, goals, purpose, and programs of IDVR, and to identify processes to better facilitate

referrals into IDVR programs as well as implementation and completion of programs for employment outcomes. All of these areas of need will be taken into consideration in the development of comprehensive rehabilitation plans.

Strategy 3: Black, Asian, American Indian and Alaska Native

Although Idaho historically has experienced a very low percentage of minorities within the state, the latest figures from the Idaho Department of Labor indicate that certain minority groups are expanding. The latest figures from the Idaho Department of Labor as well as the 2010 tri-annual needs assessment indicate that certain minority groups are increasing in various regions of the state. IDVR has committed to increasing the service and outreach to minority individuals to increase service capacity to the Black, Asian, and American Indian and Alaska Native populations. The Agency will work with various community organizations to help locate these individuals and coordinate efforts in order to effectively accommodate any cultural or disability issues that might create a barrier to successful employment.

Strategy 4: Collaboration with Section 121 Projects

In Idaho, there are currently four Section 121 Vocational Rehabilitation projects serving the American Indians. IDVR will work collaboratively with the Native American Tribes to identify methods to better communicate the mission, goals, purpose and programs of IDVR, and to identify processes to better facilitate referrals into IDVR programs as well as implementation and completion of programs for employment outcomes.

Attachment 4.11(d) (1) (C): Development and Improvement of the State Community Rehabilitation Programs (CRP's)

Strategy 1:

In Idaho, the CRP programs function as independent vendors structured on a fee for service basis. In order to assure the highest quality service outcome to Agency clientele, each vendor must be certified by one of two National Certification entities. The first is the Commission on Accreditation of Rehabilitation Facilities (CARF). The second is the Rehabilitation Services Accreditation System (RSAS). Furthermore, the development and implementation of a CRP monitoring system will be effective in July 2012.

Strategy 2:

IDVR will engage with its' CRP partners to expand and improve the quality of services for Agency customers through continuing in the participation of IDVR/CRP meetings. Additionally, regional IDVR management will meet quarterly with their local CRP's. Lastly, IDVR participation in quarterly association meetings, VSI and ACCSES, will further enhance collaboration and improve understanding of the IDVR system.

Strategy 3:

IDVR will evaluate and work toward the development of an outcome based payment system of services delivery with Community Rehabilitation Programs. Through the development and implementation of a milestone payment program for CRP's, it is anticipated that consumers will have greater employment success.

Attachment 4.11(d) (1) (D): Strategies to Improve Performance on the Standards and Indicators

In FFY 2011, IDVR met all standards and performance indicators. The Agency continues to closely monitor monthly performance levels to ensure that the outcomes for FFY 2012 will again reflect compliance with all indicators.

Additionally, IDVR regularly educates management and staff regarding their responsibilities towards meeting these goals. Progress is monitored regularly by the Field Services Chief. Furthermore, the following strategies will be utilized to improve the performance on the Standards and Indicators:

- Emphasize jobs with higher wages.
- Emphasize greater upfront counseling and guidance
- Emphasize functional evaluations.
- Provide one to one mentoring and team mentoring to new VR staff to increase effectiveness.

Attachment 4.11(d) (1) (E): Strategies for Assisting Other Components of the Statewide Workforce Investment System in Assisting Individuals with Disabilities

Strategy 1:

IDVR continues to be actively involved as a Workforce Development partner in Idaho. A representative from IDVR regularly attends meetings with other Workforce Development partners to help set the agenda for the Workforce Development Council meetings to ensure relevant topics are included for discussion or vote, to share important information regarding Agency/community resources for mutual customers, and provide information to the Board on selected issues. The partners promote system integration to the maximum extent feasible through the cross training of staff and participation in a continuous improvement process designed to increase outcomes and customer satisfaction. IDVR will strive to maintain this high level of cooperation and participation.

Strategy 2:

IDVR staff continues to have a close working relationship in each of the One-Stop Centers across the state. Throughout the state, IDVR staff has a regular schedule of attendance at the One-Stop Centers or are accessible to One-Stop staff via the telephone or email. The partners share resources where possible in accordance with each Agency's guidelines when working with common

customers. IDVR will continue to maintain a close working relationship with the One-Stop Centers and partner agencies.

The IDVR Organizational Development Specialist is a member of the Ada County Employer Association (ACEA) advisory board. As a member of the board, she collaborates with the Idaho Department of Labor and area employers to determine subject matter for the year round ACEA training sessions, with a focus on HR topics.

Strategy 3:

IDVR partners annually during the month of October with IDOL, Idaho Council on Developmental Disabilities, Idaho School for the Deaf and Blind, Idaho Commission for the Blind and Visually Impaired, SILC, and local school districts to increase employer awareness regarding the hiring of individuals with disabilities. During the month of October, a Disability Mentoring day is set aside to place transitioning students with disabilities with an employer so they may job shadow in a career of their choice. This assists in raising employer awareness and increases the students understanding of the workplace.

Attachment 4.11(d) (2) (A), (B) and (C): Extent to which these Strategies will be used to address the Goals identified in the Needs Assessment, Support the Innovation and Expansion Activities and overcome Identified Barriers

Assistive technology services and devices:

This particular strategy will be utilized to support all three goals identified in attachment 4.11(c) (1). In order to overcome identified barriers relating to equitable access to and participation of customers with disabilities, IDVR has established a collaborative relationship with the Idaho Assistive Technology Project, which assures that the latest rehabilitation technology, is available to customers throughout the state. In addition, by supporting the Reutilization Demonstration Grant, customers with the most significant disabilities will have better access to durable medical equipment that will enable them to actively participate in independent living, supported employment and other vocational activities.

Expansion and improvement of services to individuals with disabilities:

IDVR will employ every resource outlined in attachment 4.11(d) (1) (A) strategy #2 to ensure that the areas of focus outlined are achieved in order to successfully complete the three goals identified in attachment 4.11(c) (1).

Outreach to minority and other underserved/unserved populations:

The 2010 IDVR Comprehensive Needs Assessment reinforced the need for greater focus upon the service needs of these populations. By collaborating with community partners, IDVR will develop enhanced service delivery strategies that will more effectively reach the targeted, underserved, minority populations as identified in the goals established in 4.11(c) (1). Additionally, transitioning youth

are a primary concern both on a state and national level. Two out of three students leave high school unprepared for college or the modern workplace. Minority and low income students are particularly at risk. This includes customers with disabilities. By partnering with other agencies through the Inter-Agency Secondary Transition Working Group and other interested organizations, the resources and expertise provided to this population are greatly increased. This will address the dropout rate and enable students to become better prepared for employment.

Community Rehabilitation Programs (CRP):

The three strategies outlined in 4.11(d) (1) (C) will ensure that the quality of the services provided by our CRP vendors across the state remains at a level required to deliver efficient and effective outcomes.

Improvement of the Federal evaluation standards and performance indicators: Through the achievement of the annual projected rehabilitation performance outcome, the Agency will ensure that the statistical numbers associated with each State Plan objective related to the three stated goals are met.

Strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities:

Adequate funding to meet the demand for vocational services is always an issue with the Agency and will continue to be of concern as costs for services increase. The use of comparable benefits will help to supplant Agency funds that can then be used elsewhere. The 2010 Statewide Needs Assessment indicated an overall theme regarding the need for additional funds for support services for customers. The collaboration with other agencies and continued focus on WIA partners will assist in the on-going search and acquisition of comparable benefits.

Attachment 4.11(e) (2): Evaluation and Reports of Progress for FFY 2011

1. The following identifies all VR program goals consistent with the goals described in the FY 2011 Attachment 4.11(c) (1), including an evaluation of the extent to which the VR program goals were achieved.

Actions Taken in Support of IDVR FFY 2011 Goals and Priorities

Goal #1 Hispanic Minority Population: Comprehensive vocational rehabilitation services are readily available to the Hispanic minority population.

Objective for Goal #1:

1.1 Hispanic population: From 2000 to 2008 this population increased 51% across the state according to the Idaho Department of Labor Statistics. Persons of Hispanic or Latino origin represented 10.2% of the entire population of the state. In FFY 2009, IDVR served 1122 Hispanic or Latino

people. This constituted 8% of the total population served by the agency. The objective will be to increase the percentage of Hispanic/Latinos served by 1% annually over the next three federal fiscal years (FFY 2011- 13). Baseline established by the FFY 2010 IDVR statistics.

Strategy:

- The Agency will implement an effective radio advertising campaign in the regions that experience a high density of this population in order to increase community awareness.
- Identify community resources available as referral sources.
- The Agency will continue to apply for available migrant and seasonal farm worker grants that will provide resources for outreach and service to this population.
- Due to the high number of Hispanics in Southwestern Idaho, a job club strategy will be implemented in order to maximize successful outcomes.

Outcomes: In FFY 2011, 1240 Hispanic/Latinos were served by IDVR. IDVR increased the percentage served by 1% from FFY2010 to FFY 2011. The baseline was established from the number served in FFY 2010 which was 1232 customers.

Various strategies have been employed to increase the number of Hispanic/Latinos served by IDVR. Strategies included radio advertising as well as staffs participation in outreach activities to increase public and customer awareness of IDVR services. Community outreach activities have included, but are not limited to: The Idaho Migrant Council, Catholic Charities, Living Independent Network Corporation (LINC), CCOA Medicare as well as agencies working through Catholic Charities.

During FFY2011, no application was made for grants which would expand outreach and service to the migrant and seasonal farm workers. There was no job club strategy targeting the Hispanic/Latino population.

GOAL#2 Outreach to Targeted Populations: Comprehensive vocational rehabilitation services are readily available to non-Hispanic minority groups and the aging population.

Objectives for Goal #2:

2.1 Non-Hispanic minority groups continue to expand within the state as illustrated by the 2010 tri-annual needs assessment and general population estimates. The minority groups representing the greatest percentage of growth in residents within the state of Idaho between the time periods of 2000 to 2008 include:

- Black/African American - 115%
- Asian - 37%

- American Indian and Alaska native - 21%.

In order to meet the needs of these growing minority populations, IDVR will increase the number served by 1% per year over the next three year time frame (2011-2013). Baseline established by the FFY 2010 IDVR statistics.

Strategy:

- The agency will work with various community organizations to help locate these individuals.
- Coordinate efforts in order to effectively accommodate any cultural or disability issues that could constitute a barrier to the application process.
- Due to the concentration of these targeted populations in Southwestern Idaho, a job club strategy will be implemented in order to maximize successful outcomes.

Outcomes: In FFY 2011, 858 non-Hispanic minorities were served by IDVR. IDVR increased the percentage served by 7.6% from FFY 2010 to FFY 2011. The baseline was established from the number served in FFY 2010 which was 797 customers.

Various strategies were employed to increase the number of non-Hispanic minorities' participation in the IDVR program. IDVR worked with the Department of Labor, Department of Corrections, and refugee organizations to disseminate information. Although there was no specific job club designed for the non-minority populations, a job club was facilitated throughout southwest Idaho during fiscal year 2011 that included customers from non-Hispanic minorities.

2.2 Aging population: Due to the statistical increase in the life span of Americans, older workers (age 45 and over) are choosing to extend their employment activity into the later years. With the onset of a severe and prolonged economic recession, it is increasingly more difficult for older workers with disabilities to compete in the work force. Although IDVR has historically served this population, the needs are greater at this time. It is necessary for the Agency to commit more resources and effort to the assistance of this segment of the population. Over the next three year period, IDVR will target an increase of 1% annually in the total numbers served. Baseline established by the FFY 2010 IDVR statistics.

Strategy:

- Collaboration with the Office on Aging to identify and recruit potential applicants who could benefit from vocational rehabilitation series.
- Due to the concentration of this targeted population in Southwestern Idaho, a job club strategy will be implemented in order to maximize successful outcomes.

Outcomes: In FFY 2011, 3590 older workers (age 45 and older) were served by IDVR. IDVR increased the percentage served by 3.8% from FFY 2010 to FFY 2011. The baseline was established from the number served in FFY 2010 which was 3460 customers.

Various strategies were employed to increase the number of older workers served in the IDVR program. IDVR worked with the Department of Labor, Department of Corrections, and through the Office on Aging to disseminate information. Throughout the state, IDVR management partners with the local area Offices on Aging to share mutual information and referrals regarding each program. Although there was no specific job club designed for the aging population, a job club was facilitated throughout southwest Idaho during fiscal year 2011 that included customers considered older workers.

Goal # 3 Transitioning Students: Based on a better understanding of post-secondary training/employment options, transitioning students achieve a positive employment outcome.

Objectives for Goal #3:

3.1 IDVR and statewide educational partners will identify and promote vocational goals that reflect labor market trends within the state and correlate with the interests and aptitudes of the student. This will be documented through a description within the case file outlining the variety of training and vocational options identified and measured by an increase in the number of employment outcomes by a minimum of 2% per year. Baseline to be established in 2010.

Strategy:

- VR counselors will confer with school personnel, the student and, when appropriate, a parent or guardian to identify an appropriate vocational goal.
- The counselor will verify by an entry in the case file that the full spectrum of vocational possibilities has been presented to the customer during the vocational guidance and counseling process.
- The Regional Manager of Region III and Special Education staff will work together to plan and coordinate workshops for educators and vocational counselors. The curriculum will include topics designed to enhance the knowledge and understanding of issues relevant to transitioning students.

Outcomes: In FFY 2011, 635 successful rehabilitations were achieved by transitioning youth participating in IDVR. The percentage decreased by .8% from FFY 2010 to FFY 2011. The baseline was established from the number of transitioning youth with employment outcomes for FFY 2010 which was 640

successful rehabilitations. Due to the economic downturn, there was a continued pressure on entry level positions as well as an increase in post secondary training attributing to the decline in successful outcomes.

Statewide, IDVR partners with schools through School-Work transition projects as well as with schools not involved in formal agreements. Furthermore, in various parts of the state Community Transition Teams provide valuable resources and support for students and parents or guardians. IDVR participates on these teams. Lastly, VRC's throughout the state provide information as well as participate in presentations to educate school personnel, the student and, when appropriate, a parent or guardian in the full spectrum of IDVR.

Specifically in Region 3, Treasure Valley Special Programs region, involvement in the both the Youth Adult Transition Fair (YATF) and Tools for Life Conference occurred during FFY 2011. Additionally, attendance and participation at career fairs through the College of Western Idaho and the Idaho Center occurred during FFY 2011. Furthermore, region 3 staff were involved in Mentoring Day, Career Day, transition fairs, schools parent night, parent/teacher conferences and the Empowerment conference. The SWT VRCs, met with special education teachers to discuss IDVR process as well as ways to better obtain an increase in referrals and improve working relationships. All SWT VRCs presented services to their schools and special education teachers as well as other referral sources, both formally and informally in the schools. Discussions with the Idaho Assistive Technology Project IATP staff occurred regarding training for how AT could assist the SWT VRC's customers.

3.2 Through closer collaboration with Idaho school districts, students with disabilities participating in charter school programs, as well as those participating in on-line schooling and virtual/internet high schools will be more effectively identified and served. In addition, IDVR will target the 504 transitional populations, both inside and outside the consortium projects. A baseline will be established in FFY 2011 and the number served will be increased by 1% each subsequent year.

Strategy:

- VR counselors will work closely with their special education partners to identify eligible students enrolled in participating charter schools and on-line virtual/internet high schools who otherwise may not have knowledge and awareness of VR transition services.

Outcomes: A percentage baseline is not available due to current data availability in IDVR's case management system.

Statewide, IDVR partners with schools through School-Work transition projects as well as with schools not involved in formal agreements. VRC's throughout the state provide information as well as participate in presentations to educate school

personnel, the student and, when appropriate, a parent or guardian in the full spectrum of IDVR. Outreach efforts have been made throughout the state to educate school personnel to identify 504 students appropriate for IDVR services. VRC's have made efforts to increase their communication and access to school counselors, Targeted Service Coordinators as well as special educators to enhance their knowledge and awareness of IDVR transition services specifically for 504 students. In addition, staff participates in presentations to charter and other alternative schools to provide knowledge and awareness of VR transition services. A number of charter and alternative schools participate within some of the School-Work transition projects throughout the state.

Goal #4 Deaf and Hard of Hearing: A broad spectrum of meaningful vocational services is available to this historically underserved population.

Objectives for Goal #4:

- 4.1 During FFY 2010, a greater emphasis was focused upon on this population by the creation of a full time specialized counselor position serving four regions in the Treasure Valley. It is anticipated the counselor will have a full time caseload by the end of FFY2011. The impact of this additional position will be measured by an increase of 1% per year in the number of deaf or hard of hearing customers served statewide over the next two year time frame. Baseline established by IDVR 2009 data.

Strategy:

- The VR counselor located in the Treasure Valley is responsible for serving this population exclusively.
- This counselor will network with community organizations including schools in which the deaf population is served.
- This counselor will cultivate referral sources across the state and will collaborate with other counselors who provide services to this particular population.

Outcomes: In FFY 2011, 809 individuals who were deaf and hard of hearing were served by IDVR. IDVR increased the percentage served by 5.7% from FFY 2010 to FFY 2011. The baseline was established from the number served in FFY 2009 which was 709 individuals.

Since FFY 2010, a full time specialized counselor position serving the regions in the Treasure Valley was established. Outreach for the purposes of increasing customer participation of the deaf and hard of hearing in the VR program occurred during this time. A referral stream, partnerships with agencies, both specializing in D&HH services and general employment assistance services, as well as access, knowledge and awareness of VR services for the Deaf and Hard of Hearing was provided by the VRC in the Treasure Valley.

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This specialized counselor established relationships with State Coordinator for the Deaf (SCD) nationwide via conferences and a List Serve. Through joint partnerships, sharing of ideas, brainstorming problems/challenges, as well as the sharing of new information/technology for the deaf and hard of hearing population was addressed.

Collaborative partnerships with the Idaho School for the Deaf and Blind (ISDB), the Idaho Educational Services for the Deaf and Blind (IESDB), Council for the Deaf and Hard of Hearing, Deaf Center of Idaho enhanced the knowledge and awareness of IDVR services. Participation in deaf community activities such as Deaf Coffee Chat and Deaf Professionals social gatherings further educated the deaf and hard of hearing population to the benefits of IDVR. Lastly, the strengthening of existing vendor relationships for services for the Deaf and Hard of Hearing to include, Project Endeavor, Strada Services, Beyond Hearing Aids, Caption First, National Clearing House, Harris Communications, and Purple allowed for greater awareness of services and consequently attributed to the increase of those served.

4.2 During FFY 2009, a cooperative agreement was established between IDVR and the Idaho Educational Services for the Deaf and Blind (IESDB). IDVR agreed to fund two full time IESDB employees whose responsibility is to locate and refer deaf or hard of hearing transitioning students to IDVR for services. IESDB specialists will work in conjunction with IDVR to support the development of appropriate IPE strategies. The success of this collaborative effort will be measured by a 4% increase in the number of referrals from IESDB to IDVR during the next three year time frame. (FFY2011-2013) Additionally, the number of rehabilitations for this population will increase 6% between FFY2011 and the completion of FFY 2013. Baseline established by IDVR FFY 2010 data.

Strategy:

- These two specialists will refer deaf/hard of hearing students to VR counselors statewide for application and eligibility determination.
- The IESDB specialists will utilize contact funding to provide additional support services to eligible students.
- The IESDB specialists will utilize their networking skills and experience to improve access to comparable community benefits.
- The IESDB specialists will also actively participate in the placement and follow along process.

Outcomes: Currently, there is no data available for FFY 2011 on the success of the collaborative effort of referrals from IESDB to IDVR.

In FFY 2011, 222 successful rehabilitations were achieved by individuals who were deaf and hard of hearing participating in IDVR. The percentage increased

by 6.2% from FFY 2010 to FFY 2011. The baseline was established from the number of customers who were deaf and hard of hearing with employment outcomes for FFY 2010 which was 209 successful rehabilitations.

Through the utilization of the IESDB specialist as well as the overall outreach efforts to the deaf and hard of hearing community by IDVR VRC's throughout the state the above goal has been met.

4.3 Within the timeframe of the 2011-2013 State Plan, IDVR will collaborate with the Idaho State Department of Financial Management to determine the feasibility of a reorganization of the Council for the Deaf and Hard of Hearing (CDHH) and subsequent integration of that council into IDVR. The purpose of this integration will be to enhance the statewide effectiveness of vocational services to this population. The council has historically functioned as the primary advocacy group for the interests of the deaf and hard of hearing population. In its role as a service unit within the agency, the primary duty of CDHH will be to collaborate with field staff to increase access to employment, education and social-interaction opportunities for eligible deaf and hard of hearing individuals. Additionally, CDHH will provide the following:

1. A network through which all state and federal programs dealing with the deaf and hard of hearing can be channeled,
2. Encourage consultation and cooperation among departments, agencies and institutions serving the deaf and hard of hearing,
3. Determine the need for further services and make appropriate recommendations to agency staff as well as government officials to ensure that the needs of deaf and hard of hearing are best served,
4. To monitor consumer protection issues that involve the deaf and hard of hearing within the state,
5. Submit periodic reports to the governor, the legislature and departments of state government regarding the manner in which federal and state programs, rules and regulations, and legislation affect persons with hearing impairments.

Strategy:

- All pertinent state and federal entities will explore the applicable laws and regulations.

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- Should feasibility be determined, a plan will be developed to consolidate the Council for the Deaf and Hard of Hearing into the IDVR structure.

Outcomes: The Council for the Deaf and Hard of Hearing was established in 1991 as an independent agency housed in the Department of Health and Welfare. Until SFY 2011 the Council was funded through general funds. The Department of Health and Welfare did not charge the Council for rent or other operating expenses such as phone and motor pool. The Council has a very small budget and when the holdbacks and budget cuts were implemented during the last Fiscal years, the Council was affected to the point of closure of the Agency.

During SFY 2012, it was determined that the Council for the Deaf and Hard of Hearing be transferred to the Department of Vocational Rehabilitation, thus utilizing matching federal funds through the Rehabilitation Services Agency. The Council through Vocational Rehabilitation funding was to be funded fully from a combination of state general funds and federal matching funds. However, it was determined that the Council activities did not constitute funding from the national Rehabilitation Services Agency. As a result, the Council was ineligible for federal funding for SFY 2012. During the legislative session, along with Vocational Rehabilitation, the Council requested supplemental appropriations from the legislature to fully fund the Council through state general funds for the remainder of SFY 2012. This funding was a combination of receiving funds from Vocational Rehabilitation, the renal failure program and state general funds.

For SFY2013, the legislature voted a budget for CDHH from only state general funds to be appropriated to the Council with an increase in funding to meet the needs of the Council's mission.

The Council has been working diligently with the Department of Vocational Rehabilitation and the Division of Financial Management to secure appropriate funding for the Council for future years.

2. Identify all supported employment program goals described in Attachment 4.11(c) (4), including an evaluation of the extent to which the supported employment program goals were achieved.

IDVR uses funds received annually under Section 622 of the Act for the provision of Supported Employment (SE) services for eligible customers with the most significant disabilities who require supported employment to become employed and who have selected SE as the appropriate employment strategy following a comprehensive assessment of rehabilitation career job needs. Customers receiving services under this funding are experiencing multiple issues that may include extended learning requirements, inappropriate job behavior, difficulties in interaction with the supervisor, coping with changes on the job such as job tasks, coworkers, supervisors as well as transportation issues.

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Supported Employment services include situational assessment, job placement and job coaching, placement and follow-along, as well as transportation and other supportive services when justified.

The priorities for the strategy for FFY 2011-13 as described in Attachment 4.11(c) (4), including an evaluation of the extent to which the supported employment program goals were achieved are as follows:

1. A continued emphasis on community based integrated employment rather than sheltered employment (work services).

The Extended Employment Services (EES) program closely monitors the balance between work services programs and community supported employment services. IDVR's current EES support rate is 49/51% in favor of CSE supports. IDVR's objective is to maintain this percentage as a minimum and increase the overall customers receiving CSE supports if possible.

2. Pursuit of increased long-term state funding for supported employment.

EES and IDVR have pursued an aggressive course towards increasing much needed funding for community supported employment programs.

3. Continued efforts towards a reduction of the waiting list for funding of long-term supported employment services.

EES has purposefully pursued actions to reduce the statewide waiting list for EES services during FFY 2011. By working closely with community partners to streamline funding processes, ensure that customers are receiving the proper amount of support and reducing support as appropriate over time, IDVR has been able to maximize funding and serve a greater number of customers.

4. Investigation into the possibility of being approved as a Medicaid service provider for the purpose of procuring additional vocational funding.

This strategy was not pursued during the stated period.

FFY 2011-13 Supported Employment goals include the following:

1. The number of customers leaving the waiting list and entering community based integrated employment will be equal to or greater than the previous year's total.

The EES program has undertaken efforts to maximize existing funding while pursuing increased funding to reduce the number of customers currently awaiting services. Additionally, there has been an increased focus on moving

customers from facility based services into community employment whenever possible. In 2010, 577 customers were in CSE at the end of the fiscal year and 329 on the waiting list. In 2011, 563 customers were in CSE and 340 on the waiting list at the end of the fiscal year. There are numerous reasons for the changes in customers both in CSE as well as the waiting list. A reduction in available funding between SFY 2010 and SFY 2011, individuals moving on and off the waiting list into job site development and ideally into CSE, job site development failure all return customers to the wait list. Furthermore, IDVR has been more aggressive in managing the EES program. Customers are becoming more aware of EES and therefore are signing up for services. A reduction in HCBS waiver funding as well as the economy has added to the variability in the wait list. There is no direct linear connection between wait list and employment numbers over a period of years due to the number of intangibles.

2. Increase funds available for long term supported employment services by 1% utilizing a variety of creative methods including identification of natural supports. The Extended Employment Service Program for long term maintenance for the SE program received a legislative funding cut of approximately 5.4% between SFY 2011 and SFY 2012. IDVR makes all attempts to consider all alternative means to support a customer requiring long term support to include the development of natural supports.
3. Number of Supported Employment outcomes will be equal to previous year's total.

This goal was not achieved in FFY 2011. The number of successful supported employment outcomes was 69 compared to 85 in FFY 2010. The economy coupled with changes in HCBS Waiver funding and the EES programs have been contributing factors to the lower outcome in FFY 2011.

Attachment 4.11(e) (2) (D):

The following is the performance of the VR program on the standards and indicator for FY 2011.

Evaluation Standard 1: Employment Outcomes

Performance Indicator 1.1:

The Number of Individuals Achieving Employment Outcomes During the Current Performance Period Compared to the Number from the Previous Performance Period.

FFY 2011: 2083 Rehabilitations - Indicator Passed

Performance Indicator 1.2:

The Percentage of Individuals Receiving Services Under an Individualized Plan for Employment Who Achieve Employment Outcomes.

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Federal Minimum: 55.8%

FFY 2011: 59.8% - Indicator Passed

Performance Indicator 1.3:

Competitive Employment Outcomes as a Percentage of all Employment Outcomes.

Federal Minimum: 72.6%

FFY 2011: 99.7% - Indicator Passed

Performance Indicator 1.4:

Competitive Employment Outcomes for Individuals with Significant Disabilities as a Percentage of all Individuals with Competitive Employment Outcomes.

Federal Minimum: 62.4%

FFY 2011: 99.7% - Indicator Passed

Performance Indicator 1.5:

The Ratio of the Average VR Hourly Wage to the Average State Hourly Wage.

Federal Minimum: .52 ratio

FFY 2010: .64 - Indicator Passed

Performance Indicator 1.6:

The Percentage of Individuals Achieving Competitive Employment Outcomes Who Report Their Own Income as the Primary Source of Support at Application Compared to at Closure.

Federal Minimum: At least 53.0 (*math difference*)

FFY 2011: 75.1 - Indicator Passed

Evaluation Standard 2: Equal Access to Services

Performance Indicator 2.1:

Access to Services for Minorities as Measured by the Ratio of the Minority Service Rate to the Non-Minority Service Rate.

Federal Minimum: .80 ratio

FFY 2011: .963 - Indicator Passed

Attachment 4.11(e) (2) (E): Utilization of the Funds Reserved for the Innovation and Expansion Activities in FFY 2011

IDVR provided funding support for the State Rehabilitation Council expenditures including travel, lodging, advertising for town meetings, supplies, meeting room rentals, interpreters when necessary, facilitation services, and costs related to consumer satisfaction/outreach surveys.

Funding support for the State Independent Living Council (SILC) was allocated out of Innovation and Expansion funding. Title 1 funds were used to support

SILC expenses at their quarterly business meeting on Jan 25 & 26, 2011.

Attachment 6.3 Quality, Scope, and Extent of Supported Employment Services

The Idaho Division of Vocational Rehabilitation (IDVR) provides the full scope of Community Supported Employment Services (CSE) to those Vocational Rehabilitation (VR) eligible customers with the most significant disabilities, who require extended services to maintain employment, and have at least a reasonable expectation that a source of extended services (long-term support) will be available at the time of transition. CSE includes, if necessary, situational assessments through Trial Work Experiences (TWE), or other diagnostic strategies, to assess the customer's interests and abilities.

Once an appropriate Community Supported Employment position is identified for an individual, IDVR provides supported employment job coaching services for a period of up to 18 months. The services can be extended beyond 18 months, when appropriate, upon agreement of the customer and the counselor.

Community Supported Employment Services provided to individuals are coordinated through an Individualized Plan for Employment (IPE) that includes a description of the services needed, the identification of the state, federal, or private programs that will provide the continuing support; and the basis for concluding that continuing support is available.

Community Supported Employment Services include the following:

1. If necessary, a supplemental evaluation to the evaluation of the rehabilitation potential provided under 34 CFR, Part 361.
2. Job development and placement into competitive, community integrated employment. Traditional time-limited services needed to include job coaching and communication with the employers, to support the training in employment.
3. Any other service that would be identified as requisite to the targeted supported employment outcome.

Each customer's IPE describes the timing of the transition into extended services, which is to be provided by the long-term support provider following the termination of time-limited services by IDVR.

All Community Supported Employment Services are provided by qualified Community Rehabilitation Programs (CRPs) who have demonstrated the capacity to provide the service and are accredited by either the Commission on Accreditation of Rehabilitation Facilities (CARF) or Rehabilitation Services

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Accreditation Systems (RSAS) accredited. Community Supported Employment Services are purchased through Title VI-B and Title 110 funds.

Current Idaho Division of Vocational Rehabilitation (IDVR) policy and the Federal regulations require a third party commitment in writing, to designate the long-term support provider. Since 07/01/2004, the Extended Employment Services (EES) Program under the IDVR is the main provider of long-term support, although those customers who qualify for the DD waiver can use Medicaid funds. A CSE participant may only be transitioned to long-term support based on an assessment of rehabilitation goal achievement and job stability. Periodic monitoring occurs to ensure that each customer receiving Community Supported Employment Services is making satisfactory progress.

The Extended Employment Service Program for long term maintenance for the SE program received a legislative funding cut of approximately 5.4% between SFY 2011 and SFY 2012. Due to agency process changes, there was approximately an additional 11% reduction to cover indirect cost rates creating an overall 16.4% reduction in available T&B funds at the beginning of SFY 2012. IDVR requested an on-going supplemental allocation from the 2012 Idaho legislative session of approximately \$367,000 to offset the indirect program costs. This request was approved and the funding reinstated into the program in March of 2012.

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STATE REHABILITATION COUNCIL

SUBJECT

Second Reading – Board Policy IV.G. State Rehabilitation Council

REFERENCE

August 2011	Board approved appointments to the SRC
February 2012	Board approved appointments to the SRC
April 2012	Board approved first reading of Board Policy IV.G.

APPLICABLE STATUTE, RULE, OR POLICY

34 CFR §361.17

BACKGROUND/ DISCUSSION

Federal Regulations (34 CFR §361.17), sets out the requirements for the State Rehabilitation Council (SRC), including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho Code designates the State Board for Professional-Technical Education as that entity. Prior to August 2011, the Governor's office made the appointments to the SRC.

Federal regulations outline the duties (features) of the SRC as well as the membership. According to 34 CFR §361.17, the SRC must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;

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- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

The proposed policy is in alignment with the federal regulations concerning the State Rehabilitation Council. Non-compliance with federal regulations in this area could affect the state's ability to receive some federal funds.

IMPACT

Establishment of Board policy regarding the duties and appointment procedures of the State Rehabilitation Council will clearly identify the procedures required for bringing appointments before the Board for approval.

ATTACHMENTS

Attachment 1 – 2nd Reading Board Policy IVG (New Section)

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There have been no changes between the first and second reading. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy IV.G. Idaho State Rehabilitation Council as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: G. Idaho State Rehabilitation Council

June 2012

The Idaho State Rehabilitation Council (SRC) endeavors to provide consumers, service providers and others the opportunity to participate in constructive dialogue and public input to continually improve the quality of vocational rehabilitation services to residents of Idaho. The SRC makes recommendations to the Idaho Division of Vocational Rehabilitation (IDVR) concerning eligibility, the scope and effectiveness of services provided and function performed that affect the ability of individuals with disabilities to achieve rehabilitation goals.

1. The SRC in collaboration with IDVR, after consulting with the State Workforce Development Council shall:
 - a. Review, analyze, and advise IDVR regarding the performance of IDVR's responsibility related to:
 - i. Eligibility, including order of selection;
 - ii. The extent, scope, and effectiveness of services provided; and
 - iii. Functions performed by State agencies that affect or potentially affect the ability of individuals with disability in achieving employment outcomes.
 - b. In partnership with IDVR –
 - i. Develop, agree to, and review State goals and priorities in accordance with 34 CFR §361.29(c); and
 - ii. Evaluate the effectiveness of the vocational rehabilitation program and submit reports of progress to the Secretary in accordance with 34 CFR §361.29(e);
 - c. Advise IDVR regarding activities and assist in the preparation of the State plan and amendments to the plan, applications, reports, needs assessments, and evaluations required under 34 CFR §361.17;
 - d. To the extent feasible, in collaboration with IDVR conduct a review and analysis of the effectiveness of, and consumer satisfaction with—
 - i. The vocational rehabilitation services provided by State agencies and other public and private entities responsible for providing vocational rehabilitation services to individuals with disabilities under the Act; and
 - ii. The employment outcomes achieved by eligible individuals receiving services under 34 CFR §361.17, including the availability of health and other employment benefits in connection with those employment outcomes.
 - e. In collaboration with IDVR prepare and submit to the Governor and to the Board no later than 90 days after the end of the Federal fiscal year an annual report on the status of vocational rehabilitation programs operated within the State and make the report available to the public through appropriate modes of communication.
 - f. To avoid duplication of efforts and enhance the number of individuals served, in collaboration with IDVR coordinate activities with the activities of other councils within the State, include the Statewide Independent Living Council established

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- under 34 CFR part 364, the advisory panel established under section 612(a)(21) of the Individuals with Disabilities Education Act, the State Developmental Disabilities Assistance and Bill of Rights Act, the State mental health planning council established under section 1914(a) of the Public Health Service Act, and the State Workforce Development Council;
- g. In collaboration with IDVR provide for coordination and the establishment of working relationships between IDVR and the Statewide Independent Living Council and centers for independent living within the State.
2. The SRC members shall be appointed by the Board as provided for in 34 CFR §361.17.
- a. The SRC shall be composed of at least 15 members, including:
- i. The chairperson or other designee of the Statewide Independent Living Council;
 - ii. At least one representative of a parent training and information center established pursuant to the Individuals with Disabilities Education Act;
 - iii. The Director of or other individual recommended by the Client Assistance Program;
 - iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the SRC if employed by the Division of Vocational Rehabilitation;
 - v. At least one representative of a community rehabilitation program service provider;
 - vi. Four representatives of business, industry, and labor;
 - vii. At least one representative of disability groups that include a cross section of:
 - 1) Individuals with physical, cognitive, sensory, and mental disabilities; and
 - 2) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
 - viii. A current or former applicant for, or recipient of, vocational rehabilitation services;
 - ix. At least one representative of the Department of Education;
 - x. At least one representative of the State Workforce Development SRC;
 - xi. At least one representative of the directors of the Idaho Native American tribal VR; and
 - xii. The Administrator of the Idaho Division of Vocational Rehabilitation as an ex officio, nonvoting member.

3. Board Appointment Procedures:

The SRC shall nominate candidates for SRC membership for consideration by the Board. The list of candidates shall be forwarded to the Board for consideration not

less than sixty (60) days prior to the expiration of the term of the SRC member, or within thirty (30) days after any vacancy.

a. Incumbent Reappointment

In the event that the incumbent candidate has served only one term and is interested in reappointment, the SRC 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).

b. Open Appointment

- i. The SRC, on behalf of the State Board of Education, shall solicit recommendations from representatives of organizations representing a broad range of individuals with disabilities and organizations interested in individuals with disabilities, including the advertisement of vacancies in appropriate state, regional or local publications. In selecting members, the Board will consider, to the greatest extent practicable, the extent to which minority populations are represented on the SRC.
- ii. Each applicant must provide a written statement expressing his or her interest in becoming a member of the SRC. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
- iii. The SRC will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to identify the most qualified candidates for Board consideration.
- iv. The SRC will forward only the most highly qualified applicants, in order of preference, to the Board for consideration. The Board may provide for interviews of the applicants if needed, or may make the appointment based on the recommendation of the SRC.

The Board may, after review of the candidates nominated by the SRC pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

4. Terms of Appointment

- a. Each member of the SRC shall be appointed for a term of three (3) years and may serve for no more than two (2) consecutive full terms.
- b. Appointments to fill a vacancy occurring prior to the end of the term for which the predecessor was appointed shall be appointed for the remainder of the predecessor's term.
- c. Appointments shall be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year.

5. Operating Procedures

The SRC shall meet at least four (4) times annually in accordance with Idaho Code §67-2340 through 67-2347. Additional meeting may be called by the chair or by request of three (3) or more committee members. Officers will be nominated and elected by a vote of the SRC.

6. Conflict of Interest.

No member of the SRC shall cast a vote on any matter that would provide direct financial benefit to the member or the member's organization or otherwise give the appearance of a conflict of interest under State law.

7. Annual Report

The SRC shall prepare and submit an annual report to the Board and the Governor no later than 90 days after the end of the Federal fiscal year on the status of vocational rehabilitation programs operated within the state.

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SUBJECT

Legislative Ideas - 2013 Legislative Session

REFERENCE

June 2010	The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.
June 2011	The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

As an agency of the Governor, the State Board of Education is required to submit electronically all proposed legislation to the Division of Financial Management (DFM) for the Governor's approval. The Board's approval of these Legislative Ideas is the first step in the process. If approved by the Board and the Governor, the actual legislative language will be brought back to the Board at their October Board meeting for final approval.

The institutions and agencies were requested to submit legislative ideas for Board approval at the June Board meeting in March of this year. The Board office received six (6) legislative ideas for Board approval.

The following are descriptive summaries of the six (6) pieces of legislation being proposed:

Scholarship Programs

To amend Idaho Code governing state scholarship programs to ensure programs are relevant and effective in assisting Idaho students in completing postsecondary education and to streamline and improve efficiency of program administration.

A scholarship committee set up by and reporting to the State Board of Education will assess the state's current offering of financial support for post-secondary students. Its findings will represent best practices that are both visionary and fiscally sound. The Committee's assessment will include, but not be limited to:

- the purposes of state financial support for post-secondary students
- the nature of need and merit based scholarships
- the amount of scholarships
- demographics, qualifications and timing of awards
- scholarship fund investment
- program administration

The committee will be co-chaired by Idaho First Lady, Lori Otter and former State Board of Education President, Curtis Eaton. Members will represent a cross-section of education professionals, business professionals and elected officials.

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The committee will report findings and make recommendations regarding changes to Idaho Code to the Board at its October 17-18, 2012, meeting.

Fiscal Impact: Undetermined at this time.

Municipal Property Taxes

Section 63-1312, Idaho code currently specifies that by March of the current year the county auditor must notify the State Board of Education of the total taxable valuation of all taxable property within each school district during the proceeding calendar year. Proposed amendments would remove this requirement. Currently the State Department of Education gathers this information for the State Tax Commission, making this requirement unnecessary.

Fiscal Impact: There would be no fiscal impact.

Protection of Institution/Agency Threat Assessment Documentation

To propose revisions to the public records laws (Idaho Code §§ 9-337 through 9-347) to clarify restrictions on access for the general public and for specific individuals to public records relating to ongoing threat assessments and any resulting threat response action plans during the investigation, assessment and response to bona fide pending threats to persons or property.

The public records laws of Idaho mandate full and timely disclosure of all documents or other records of a state agency unless specifically exempted. The law creates a presumption that all public records are open to disclosure and that all exemptions are narrowly construed. *Cowles Publ'g Co. v. Kootenai Cnty. Bd. Of Cnty. Com'rs*, 144 Idaho 259, 264, 159 P.3d 896, 901 (2007). The public colleges and universities in Idaho (as well as any number of other state agencies) have the need to conduct threat assessments and create threat response action plans when facts become known that indicate a potential threat to persons or property on or in their properties or programs. The law is not clear on the ability to restrict access to the records of ongoing threat assessments (and action plans that may be developed as part of the threat assessment and response process) to the general public or to the specific individuals involved in the threatening behavior. The proposal, upon Board approval, is to work among the institution general counsel and other institutional representatives, along with stakeholders from law enforcement and the media to craft reasonable restrictions on access to public records during the pendency of investigation, assessment and response to bona fide threats, while preserving the right to access records once the matter is resolved, subject to such other applicable restrictions to access to specific records as are provided in the public records laws.

Fiscal Impact: None

Communication and Collaboration Between Institutions or Agencies and Law Enforcement regarding Threat Assessment, Threat Response And Campus Safety

To propose revisions to statutes relating to law enforcement to enhance the ability of institutions and their security administration to collaborate with local law enforcement in matters related to campus safety including:

- a. Shared protocols and directives for emergency response to critical incidents;
- b. Enhanced participation of law enforcement in institutional threat assessment and management teams; and
- c. Enhanced information sharing abilities;

The proposal, upon Board approval, is to work among the institution general counsel and other institutional representatives, along with stakeholders from law enforcement to identify areas of concern and propose reasonable modifications to Idaho Code to address those concerns while respecting individual rights of students, faculty and staff at the institutions, and the various laws affecting educational records.

Fiscal Impact: None

Statewide Purchasing Contracts

The legislative change in this bill removes the sunset clause on Idaho Code §67-5728 and allows the institutions of higher education defined in the statute to continue to have sole discretion, under the direction of the State Board of Education, for all items not relating to statewide purchasing contracts. During the 2010 legislative session, H688 eliminated duplication of efforts in the state purchasing system that existed between the Division of Purchasing and the university and college purchasing departments. The original legislation included a sunset clause that provides for a review opportunity to ensure the new processes at the universities and colleges operated successfully. After a reviewing three years of purchasing practices made under this legislation, it is the consensus of all parties involved that the sunset clause should be removed to continue the efficiencies gained for the state.

Fiscal Impact: The following legislative change will have no fiscal impact to the General Fund; however, removing the sunset clause will continue the in efficiency gained by the state due to a reduction in duplication of efforts at the Division of Purchasing and the universities and colleges. This reduced duplication has resulted in savings that were realized during the budget shortfalls and made part of the base budget reductions.

Workman's Compensation Alignment

This proposed legislation would align the workers compensation laws in the state so that postsecondary students receive the same workers compensation coverage that K-12 students receive while completing work experience credit hours. Under current Idaho law, postsecondary students receiving education credits for completing a work experience project are not covered under the

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university or college worker's compensation policy with the State Insurance Fund. Idaho Code also does not allow the university or college to purchase separate private workers compensation policies for students in these situations leaving the students without any form of coverage while working on behalf of the institution. These changes modify the existing statutes to allow a university or college to purchase coverage for students through the State Insurance Fund.

Fiscal Impact: The additional number of students that would be covered by these legislative changes is minimal. A university or college may see a slight increase in workers compensation premiums but the cost will be covered within existing budgets.

IMPACT

If the Board approves the Legislative Ideas as submitted, staff will continue to move the legislation through the legislative process and will bring the legislative language back to the Board at the October meeting. Legislative Ideas not approved will not be submitted to DFM.

STAFF COMMENTS AND RECOMMENDATIONS

Legislative Ideas are required to be submitted to the Division of Financial Management by August 3, 2012. Due to the nature of the legislative process, if approved the Executive Director may submit additional Legislative Ideas to DFM that may come up prior to the DFM submittal deadline. Actual legislative language for all submitted Legislative Ideas will be brought back to the Board at the October Board meeting for final approval.

BOARD ACTION

I move to approve the six (6) legislative ideas as submitted and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

2012-2017 Strategic Plans – Boise State University and North Idaho College

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

REFERENCE

April 2012	Board approved the strategic plans for the institutions and agencies, excluding Boise State University
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BACKGROUND/DISCUSSION

The State of Idaho requires the institutions, agencies and special/health programs under the oversight of the board submit an updated strategic plan each year in July. The plans must encompass at a minimum the current year and four years going forward. The guidelines set by the Board office follow the Division of Financial Management (DFM) and section 67-1901 through 67-1903, Idaho Code requirements. Each strategic plan must include, by code and Board policy: *vision and mission statement, goals, objectives, performance measures, benchmarks, and external factors*. Each of these components is a standard strategic planning component. Nationally some entities use Key Performance Indicators, rather than Performance Measures.

Boise State University's plan was brought forward for initial review at the April meeting. The Board requested reconsideration of the focus under Goal 3 and for the draft performance measures to be finalized. Edits have been made to Goal 3 that now provide future investments will be in select areas and that future doctoral programming will focus priority in professional and STEM disciplines. The plan is being brought back to the Board for final approval.

North Idaho College presented a draft plan to the Board at the April 2012 Board meeting, in finalizing the plan significant enough changes have been made that North Idaho College is requesting re-approval of the finalized plan.

ATTACHMENT

Attachment 1 – Boise State University Strategic Plan 2012-2017	Page 3
Attachment 2 – North Idaho College Strategic Plan 2012-2017	Page 20

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's plan uses Key Performance Indicators rather than the requested Performance Measures. Many of the benchmarks are still underdevelopment and not finalized as required. North Idaho College's plan is missing the required benchmarks. The most significant portions of both plans (Goal, Objectives, and Performance Measures/Key Performance Indicators) are in compliance with Board policy and Idaho code. Staff recommends the Board approve the plans as submitted and authorize staff to work with the institutions

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and the Division of Financial Management and make any necessary changes to bring the plans into compliance with DFM's submittal guidelines and Board policy.

BOARD ACTION

I move to approve the 2012-2017 (FY13-FY17) strategic plans for Boise State University and North Idaho College as submitted and to authorize Board staff to work with the institutions to make necessary changes for submission of the plans to the Division of Financial Management.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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BOISE STATE UNIVERSITY STRATEGIC PLAN 2012-2017
5/20/2012

Background and Reflection

In 2005 Boise State University declared its vision to become a Metropolitan Research University of Distinction. In working toward this vision, a team of faculty and staff from across the university developed a strategic plan titled "*Charting the Course: A Strategic Vision for Boise State University*." The bold new plan was published in April 2006 and outlined ten broadly defined goals focusing on four key areas: academic excellence, exceptional research, public engagement, and vibrant culture.

Since Charting the Course was published, Boise State University has made excellent progress toward reaching its vision. Highlights of the University's progress and surrounding events include:

- The 2008 opening of the Treasure Valley's first public community college, The College of Western Idaho, has increased access to post-secondary education in the region, released Boise State University from its charge to provide vocational training, and allowed the university to focus its academic mission
- An increase in the university's admission requirements, resulting in 40 percent of the entering freshmen for Fall 2011 earning a high school GPA exceeding 3.5 and SAT scores in critical reading and math that are substantially higher than the national averages
- A complete overhaul of the undergraduate core curriculum, structured around clearly articulated learning outcomes that provide a connected, multi-disciplinary framework of learning from freshman to senior years
- Increased retention and a flattening of the undergraduate enrollment profile from one that was historically over-represented by lower division students
- An expansion of graduate programming, with new Master degrees in anthropology, business administration, chemistry, community and regional planning, educational leadership, hydrologic sciences, mathematics, nursing, and STEM education; and new doctoral degrees in educational technology, electrical and computer engineering, geosciences, biomolecular sciences, and materials science and engineering
- A near-doubling of space for student activities (690,000 ft² total)
- An increase of 390,000 ft² for academic and research activity, including a new 84,000 ft² research facility that opened in fall 2011 and a 120,000 ft² business building scheduled to open in fall 2012
- A 55% increase in graduate degrees conferred (652 in FY 2011)
- A 68% increase in sponsored project expenditures (\$35M in FY 2011)
- A 63% increase in publications by Boise State University authors (1079 in calendar years 2006-2010)
- A 326% increase in citations of Boise State University publications (3874 in calendar years 2006-2010)

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These achievements have occurred despite a 23% reduction in state funding over the past three years. In place of state support for new programs, funding has come from increases in enrollment, tuition and grant support, internal reallocations, university reserves, and bond issuance. The university also completed a comprehensive campaign in 2010 that generated over \$100M for academic programs and facilities.

Boise State University has made impressive strides toward becoming a Metropolitan Research University of Distinction, and we envision even greater advances in the years ahead. The process of developing a strategic plan for the next five years began in May 2011 with focused one-on-one conversations between campus leadership and 40 members of the faculty and staff. The rich information gleaned from those conversations was used to create a campus-wide survey that generated over 500 responses. The resulting data was used to create a set of core themes that describe the key aspects of the university's mission and inform the strategic planning process.

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Foundation for a New Vision and Strategic Plan

Boise State University's Mission Statement

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.

Core Themes

In September 2011, the university submitted four core themes to its accrediting body, The Northwest Commission on Colleges and Universities. Each core theme, which is summarized below, describes a key aspect of our mission. A complete description of the core themes, including objectives pertaining to access, relevance, quality, and culture, can be accessed at <http://academics.boisestate.edu/planning/accreditation-standard-one/>.

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

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Shared Values

Boise State University has established a set of shared values. These values guide our strategic planning, as they do all actions within the Boise State community.

- **Academic Excellence** - we engage in our own learning and participate fully in the academic community's pursuit of knowledge
- **Innovation** - we strive to create new and better ways of accomplishing our mission
- **Collaboration** - we reach across institutional, societal and cultural boundaries, working together for the success of the university and students
- **Responsibility and Fairness** - we are accountable for our choices and actions, which are based on an expectation of equality, impartiality, openness and due process
- **Citizenship and Respect** - we uphold civic virtues that prescribe how we behave in a self-governing community, obeying laws and policies while treating people with dignity, regardless of who they are or what they believe
- **Caring and Trustworthiness** - we manage ourselves with integrity by being honest in our communication and conduct, and by showing concern for the welfare of others

Vision for Strategic Plan 2012-2017

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

In formulating its strategic plan for 2012-2017, Boise State University embraces the following aspirational characteristics of the university:

- Spirited Optimism
- Transformative Thinking
- Principled Action
- Responsible Risk Taking

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Pillars of the Plan

Local and Global Impact

Boise State University fuels a robust regional economy and contributes to a vibrant and healthy community by focusing on societal and economic needs. Our students graduate with skills, knowledge, and experience that are relevant and valuable locally, regionally, nationally, and globally. The work of our teachers, researchers, artists, and students provides social, economic, and cultural benefits.

Student Success and Engagement

Boise State University fosters a rich and diverse culture that is student-centered, enabling students to focus on success and achievement of their educational goals. Students participate in their education through innovative learning environments in which they gain disciplinary expertise grounded in experiential practice. Our graduates are well-rounded in the arts, sciences and humanities; they are prepared to meet the challenges and pursue the opportunities of today and tomorrow; and their experiences at Boise State create an enduring bond with the university.

Visionary Relationships

At our core is a commitment to relationships that transcend all boundaries, inspire creativity and innovation across disciplines, and foster strategic growth and economic investment in the university. These relationships bring together strengths within and beyond the university to create synergistic opportunities that enable us to explore new possibilities, address complex problems, break down barriers, and create learning experiences that synthesize ideas and practices across a diversity of perspectives. Engagement with the community promotes our mission, provides experiential learning for students, and ensures alignment of programs with crucial needs.

Organizational Effectiveness

Pursuing our vision requires careful consideration of the ways in which we acquire and invest resources. We pursue innovative, broad-based funding models to ensure sustainable acquisition of those resources. We garner support from stakeholders by explicitly demonstrating return on investment. To ensure responsible stewardship of our resources, we are committed to creating business practices, processes, and organizational and physical infrastructures that are both effective and efficient, while providing a safe environment for working, teaching and learning. We hire well-qualified individuals from diverse backgrounds, facilitate their development as employees, and promote a culture of service, accountability and excellence. We celebrate and reward creativity, diversity, innovation, and openness to change.

Key Challenges and Opportunities

Reputational Currency

Higher education does not enjoy the same reputational currency that it once had. Even with increasing public recognition that higher education is critical to the nation's continued economic prosperity, questions abound regarding the effectiveness and efficiency of our nation's institutions of higher education. Employers lament that many college graduates lack fundamental skills such as communication, critical thinking, quantitative analysis, problem solving, and teamwork. Universities are struggling to address these quality concerns while maintaining access through affordable tuition and fees in the face of reductions in state appropriations.

With our efforts to address these concerns, Boise State University has an opportunity to increase its reputational currency. Specifically, the university is confronting the challenge from employers by implementing a new general education program based on nationally recognized LEAP (liberal education and America's promise) standards. Launched in 2005 by the American Association for Colleges and Universities, the LEAP initiative has gained national acceptance as an academic framework to ensure that essential learning outcomes are integrated and reinforced throughout the undergraduate curriculum.

As a public institution, we have also been mindful of the increasing financial burden placed on students and their families as rising tuition replaces state funding of higher education. Among Idaho's public universities, Boise State has the lowest tuition while receiving the least amount of state dollars per student.

Boise State has also made great strides in research and graduate programming, with new doctoral programs and a significant increase in graduate degrees conferred, in research space and expenditures, and in publications and citations of those publications in the literature. Much like our success on the field has advanced the Boise State brand as a football powerhouse; other successes provide an opportunity for Boise State to showcase its increasing research and academic prowess.

Student Success and Diversity

The State of Idaho is committed to increasing the education and earning potential of its citizens. In response to this commitment, the State Board of Education has established a goal for the year 2020 that 60% of all citizens between the ages of 25 and 34 will have a degree or certificate. Boise State University is well positioned to make an impact on the 60% goal but it must overcome historically low rates of student retention and graduation. The low rate of retention is rooted in the institution's past as a commuter school located in the largest metropolitan area of the nation without a community college. The region's first community college opened in 2009, and with the recent increase in admission standards, more student housing and improvements in advising and other student services, retention is on the rise at Boise State, having increased by 15% over the past four years. Increased retention has led to a more even distribution of undergraduate students between the lower and upper divisions. These factors provide an opportunity for Boise State to increase its graduation rate, provided the university keeps pace with the increased demand for upper-division coursework from students who are retained or transfer from the community college. In responding to the evolution of the student body, it will be critical for faculty and staff to understand the changes necessary and their individual roles in achieving that change.

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Student success also means the ability to work in an increasingly integrated and global society. While Idaho is less diverse than most states, it has a growing population of minorities, many of whom do not have a history of access to higher education. The recruitment and retention of faculty and staff from under-represented groups, as well as first-generation and other underrepresented college students from Idaho, can have a greater impact on the State's 60% goal than recruiting and retaining students who would go to college, regardless. Simultaneously, all students at the university will gain greater appreciation and respect for diversity in perspectives and cultures, in order to become successful global citizens.

Organizational Effectiveness and a Culture of Service in a Changing Environment

Rules and regulations that govern operations at the university are often cumbersome, inefficient, unnecessarily time-consuming and costly, hampering our ability to be flexible and adaptable to the needs of an evolving workforce. Traditional ways of operating have gained the status of unwritten rules at the university, and employees are hesitant to challenge and change unspoken policies. In 2010 the state legislature exempted the university from oversight by the State Division of Purchasing under certain conditions. This provides an opportunity for the university to streamline its purchasing policies and procedures in order to gain substantial efficiencies that increase customer satisfaction. Additional relief from state oversight in other areas, if granted, should produce similar opportunities.

The current organizational structure of the university reinforces silos, and the value of creating partnerships across that structure is not always tangible. Various units of the university function independent of one another with competing priorities, needs, and goals, despite sharing the same overall institutional mission. Certain operating processes are centralized, while others are decentralized in an ad hoc rather than a strategic manner, leading to duplication of effort. As the university has grown, its communication strategies have become less effective due to the need for efficiency at the cost of individualized messages and services, while rapid policy development has created a culture of compliance at the expense of customer service and facilitation. Many university operating processes and procedures are not aligned with existing systems (technological, fiscal, etc.), which results in shadow systems and other inefficiencies. The university's current Enterprise Roadmap Project (<http://roadmap.boisestate.edu>) is an opportunity to assess and re-design systems and processes, in order to reduce inefficiencies while removing obstacles to integration, cooperation and change.

Academic approaches have changed significantly in the past ten years, from strategies for the instruction, support and engagement of students, to the requirements of technology and reporting to state and accrediting agencies. We hire and appoint employees with increasing frequency to positions for which they have insufficient training. While there is an expectation for faculty and staff to advise and serve students in a rapidly changing environment, such service is not always supported, promoted or evaluated in a consistent manner; nor is the university's infrastructure flexible enough to adapt to the new demands associated with a changing environment.

Developing a culture of service that focuses on student success is critical to providing the best education for students, and will result in students forming an enduring bond with the university. Strategies developed to promote such a culture must overcome bias towards the status quo and a lack of understanding and communication across all divisions of the university.

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Financial Constraints and the Need for Prioritization

The university has multiple sources of revenue: state appropriations, tuition and fees, and other sources that include grant overhead, profits from self-support programs, and donor contributions. State appropriations have declined in recent years due to an unhealthy economy. Because enrollment has risen more rapidly at Boise State compared to other Idaho institutions, our share of the remaining state appropriations has become increasingly inequitable. Unfortunately, it is unlikely that these funding inequities will be fully resolved in the near future, and revenue from tuition and other sources is insufficient to make up the difference. With these funding restraints, the ability of the university to provide research and academic programs is exceeded by the needs and expectations of the community it serves. There is a need to evaluate and prioritize all university programs and activities based on criteria that are well-vetted and transparent.

Alignment of programs and activities has largely been left to individual units, based on the perceived needs and expectations of their self-identified constituencies. A more holistic approach is necessary to ensure integration across units and academic disciplines, in a manner that is consistent with the mission of the university.

In order to make informed decisions based on university priorities, it is essential to have widespread and timely access to reliable data that is easy to interpret. Such access is currently lacking. The reliance of individual programs on multiple funding sources has led to decisions driven more by funding availability than strategic need. As a result, allocation of resources across the university is uneven and has led to inconsistencies in the student experience. The lack of timely access to data that is both reliable and understandable also makes it more challenging to provide consistent data to our stakeholders in a timely manner, and to present our best case in support of our resource needs.

Finally, the university must look for new revenue streams and alternate funding models for new or expanding programs.

Emphasis on STEM Disciplines

It is widely recognized that the nation is in danger of under-producing the scientists and engineers necessary to maintaining our technological leadership in a global economy. In a 2005 report from a coalition of business organizations titled "Tapping America's Potential," an alarm was sounded that America's leadership in the natural sciences, technology, engineering and math (STEM) disciplines is at risk. President Obama subsequently identified three overarching priorities for STEM education in his "Educate to Innovate" campaign. Many states, including Idaho, have echoed this call to action with their own programs. The Idaho STEM Pipeline and i-STEM are two such programs in Idaho that have recently combined efforts to "increase access to STEM learning opportunities within Idaho for all students." The Treasure Valley also has a growing need for highly trained scientists, engineers, and healthcare professionals, in order to fuel the continued expansion of its high-tech and healthcare industries.

Historically, the STEM disciplines at Boise State University have been underrepresented, both in terms of the number of majors and the production of graduates, yet that imbalance has recently diminished. From 2006 to 2011 the number of students majoring in STEM disciplines increased 66% while overall growth in the student body was 5%. Even with this surge, Boise State continues to lag the nation in the proportion of its

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graduates earning STEM degrees. If Boise State is to continue its current trajectory toward a research university of distinction, while answering the national call for more scientists and engineers, it will need to maintain the trend of increasing STEM participation, and translate that trend into a more balanced output between STEM and non-STEM degrees at both the graduate and undergraduate levels.

Graduate Programs

A significant factor in the surging interest in STEM disciplines at Boise State University is the increase in external funding for research. More than 90% of our increase in sponsored project expenditures over the past five years is directly tied to research in the STEM disciplines. Conversations with external funding agencies and their review panels make it clear that Boise State must increase the number of PhD students who participate in research in the STEM disciplines if the University is going to reach the next level of research prominence and better compete for funding with other research universities. During the last academic year (2010-2011) Boise State University graduated over 650 students with a Master's degree, while conferring fewer than the minimum of twenty doctoral degrees required for Carnegie classification as a doctoral research university.

As a metropolitan university, providing strong professional graduate programs that meet the needs of the community will continue to be an important part of our mission. And with the recent approval of several new PhD programs by the State Board of Education, we now have an opportunity to develop strong doctoral programs in the STEM disciplines, as well.

Focus on Effectiveness: A Strategic Plan for Boise State University
2012-2017

Goal 1: Create a signature, high-quality educational experience for all students.

Objectives:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objectives:

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

Goal 3: Gain distinction as a doctoral research university.

Objectives:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build select doctoral programs with a priority in professional and STEM disciplines.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

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Goal 4: Align university programs and activities with community needs.

Objectives:

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
- Increase student recruitment, retention, and graduation in STEM disciplines.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Goal 5: Transform our operations to serve the contemporary mission of the university.

Objectives:

- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

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Key Performance Indicators

Goal 1: Create a signature, high-quality educational experience for all students.	Recent data		Performance Target (by 2017)	Comments
	FY 2009-10	FY 2010-11		
NSSE benchmark measures of student perception (as % of urban peer rating; for seniors only):				We are doing well, relative to urban peers, in three areas but need work in the areas of “student faculty interactions” and “supportive campus environment.”
>Level of academic challenge	--	98.2%	Target under development	
>Active and collaborative learning	--	96.5%	Target under development	
>Student-faculty interaction	--	87.0%	Target under development	
>Enriching educational experience	--	95.9%	Target under development	
>Supportive campus environment	--	90.1%	Target under development	
% students achieving University Learning Outcomes ⁱ				The ULOs are based on the “LEAP” program of the AAC&U, and are incorporated into our Foundational Studies Program.
>Written & oral communication (ULOs 1-2)	Measure under development		For ULOs 1-6, our expectation is that for each ULO, 90% of graduates will be rated as “good” or “exemplary”	
>Critical inquiry, innovation, teamwork (ULOs 3-4)	Measure under development			
>Civic & Ethical foundations (ULOs 5-6)	Measure under development			
>Disciplinary areas (ULOs 7-11)	Measure under development		Target under development	
% of Idaho HS students naming Boise State as #1 choice on ACT test (of those who listed us in top 6)		37%	Target under development	This is one measure of how much potential students are clamoring to get in to Boise State
BroncoJobs: # of employers listing career-level jobs ⁱⁱ	585	623	Target under development	“Career level” focuses the measure on competence of our grads.
Measures of experiential learning	Measures under development		Targets under development	Contributes to depth of disciplinary understanding, creates context for coursework, and illustrates to students the importance of non-disciplinary skills (e.g. writing).

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Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	Recent data		Performance Target (by 2017)	Comments
	FY 2009-10	FY 2010-11		
Graduation rate of a diversity of groups: ⁱⁱⁱ				Designed to understand our success in facilitating the success of the wide variety of students who attend Boise State.
>6 year rate of first-time full-time freshman*	2004 cohort 28.1%	2005 cohort 29.2%	45% by 2019	
>underrepresented groups	Measure under development		Target under development	
>transfer students	Measure under development		70% 3-yr grad rate for AA/AS holders	
>graduate students	Measure under development		Target under development	
% of students on track with degree program ^{iv}	Measure under development		Target under development	
# of waitlisted (but not enrolled) students ^v		1,938	Target under development	Indicates how well we are meeting course demand.
# of graduates who complete at least one-quarter of their Boise State courses in alternate access formats. ^{vi}	Measure under development		Target under development	A measure of the diversity of student access to our programs and courses. Alternate access formats include online courses, evening courses, weekend courses, and courses at sites other than main campus.
Dual enrollment ^{vii}				9435 credits is equivalent to 629 students each taking 15 credits for a semester
># credits produced*	7,648	9,435	Target under development	
># students served*	1,602	2,030	Target under development	
Graduates per 100 student FTE enrolled* ^{viii} (undergraduate/graduate)	13.4 / 18.3	13.7 / 17.0	Target under development	Number decreased by large # of non-traditional students
One-year retention rate of first-time full-time freshman* ^{ix}	68.6%	69.1%	Target under development	We have increased retention but can do better.
# of students requiring remedial coursework*	1,019	699	Target under development	Impacted by opening of CWI.

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Goal 3: Gain distinction as a doctoral research university	Recent data		Performance Target (by 2017)	Comments
	FY 2009-10	FY 2010-11		
Total Research & Development Expenditures as reported to the National Science Foundation (in \$1,000's)	\$18.2 M	\$24.2 M	\$40 million	Gold standard for measuring research. Since FY05, we have increased 164%; last year had more expenditures than ISU.
Number of peer-reviewed publications over 5-year period ^x	2006-2010: 1,079	2007-11: 1,176	Target under development	Number is a measure of scholarly output. # of citations is a measure of impact.
Citations of Boise State publications over 5-year period ^{xi}	2006-2010: 3,874	2007-11: 4,662	Target under development	
Number of doctoral graduates	8	11	Target under development	
Number of performances/exhibitions in national or international venues. ^{xii}	Measure under development		Target under development	

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Goal 4: Align university programs and activities with community needs.	Recent data		Performance Target (by 2017)	Comments
	FY 2009-10	FY 2010-11		
Number of graduates (bachelor's, master's, doctoral) in high demand disciplines ^{xiii}	874	1,031	Target under development	Includes disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor.
Number of STEM graduates (includes bachelor's, master's, doctoral) ^{xiv}	300	350	Target under development	We had a 35% increase in STEM degrees over last 3 years.
Number of formal contractual collaborations with businesses ^{xv}	12	17	Target under development	Includes Material Transfer, Non-Disclosure, Joint Development, Services, Facilities Use, and License Agreements
Number of baccalaureate graduates ^{xvi} with high impact on Idaho's college completion rate ^{xvii}				<p>The SBOE has projected that BSU will need to produce 3,273 graduates annually by FY2018-19 to meet the SBOE's 60% goal. Our target will be to meet that number two years early.</p> <p>Boise State has great potential to impact the state's 60% goal by targeting graduates from groups who are traditionally underrepresented in college.</p>
>overall number of graduates	2,094	2,411	3,273	
>first generation Idaho-resident graduates	Measure under development		Target under development	
>Hispanic/Latino Idaho-resident graduates	111	139	Target under development	
>Native American Idaho-resident graduates	17	18	Target under development	
>Military veteran Idaho-resident graduates	Measure under development		Target under development	
>Bachelor of General Studies graduates	24	50	Target under development	
Community survey: how effective are community partnerships?	Measure under development		Target under development	
Student participation in the community	Measure under development		Target under development	Includes service learning and off-campus internships.

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Goal 5: Transform operations to serve the contemporary mission of the university.	Recent data		Performance Target (by 2017)	Comments
	FY 2009-10	FY 2010-11		
Turnaround time for key selected processes	Measure under development		Target under development	This will give us a measure of effectiveness of revamp of processes
Error rate for key selected processes	Measure under development		Target under development	
Measure of organizational maturity and/or effectiveness (e.g., Ruben's "Excellence in Higher Education" model) ^{xviii}	Measure under development		Target under development	Use Ruben's model, which has been adapted to higher education
Campus climate survey:				Need information on a broad range of campus "climate" and "culture" having to do with organizational effectiveness.
>Employee engagement and satisfaction	Measure under development		Target under development	
>Are innovation and new ideas supported?	Measure under development		Target under development	
>Effective inter-unit interaction?	Measure under development		Target under development	
>Technology usability & digital literacy	Measure under development		Target under development	
Customer satisfaction surveys:				
>Easy to work with various units?	Measure under development		Target under development	
>NSSE student rating of admin offices (as % of urban peer average score)	--	97.1%	Target under development	
Cost of education (undergraduate tuition & fees per semester)	\$2,432	\$2,650	Target under development	
Cost of education (undergraduate tuition & fees per semester) (CPI adjusted) ^{xix}	\$2,401	\$2,522	Target under development	
Degree completions per \$100,000 expense ^{*xx}	2.48	2.84	Target under development	
Degree completions per \$100,000 expense (CPI adjusted) ¹⁹	2.64	3.08	Target under development	
Cost per credit hour delivered ^{*20}	\$272.21	\$252.37	Target under development	
Cost per credit hour delivered (CPI adjusted) ¹⁹	\$255.79	\$233.33	Target under development	

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- ⁱ % of graduating undergraduates who achieve a competency of “exemplary” or “good” for each of ULOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas).
- ⁱⁱ Measure will be adjusted for economic conditions
- ⁱⁱⁱ 6-year graduation rate of the Fall 2004 cohort is measured as the percent of the Fall 2004 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2010 semester..
- ^{iv} Data will be produced by our eAdvising program presently under development.
- ^v Number of distinct occurrences of a student waitlisted in (but not enrolled in) a course as of the fifth day of classes in fall semester. A student waitlisted in multiple sections of the same course is counted once.
- ^{vi} Alternate access formats includes: online courses, evening courses, weekend courses, and courses at sites other than main campus.
- ^{vii} Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.
- ^{viii} Number of baccalaureate degree recipients per 100 undergraduate FTEs enrolled and number of master’s/doctoral degree recipients per 100 graduate FTEs enrolled.
- ^{ix} Retention for the fall 2008 cohort is measured as the percent of the fall 2008 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in fall of 2009.
- ^x # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science. A more robust and comprehensive measure will be implemented once Digital Measures is fully operational.
- ^{xi} # of citations of Boise State publications over five year span; from Web of Science. A more robust and comprehensive measure will be implemented once Digital Measures is fully operational.
- ^{xii} This measure is under development and will include two key aspects: # of performances, etc., and prestige of the venue.
- ^{xiii} Defined as graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.
- ^{xiv} STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines.
- ^{xv} This performance measure will eventually include several additional components in addition to that listed: Material Transfer Agreements, Non-Disclosure Agreements, Joint Development Agreements, Services Agreements, Facilities Use Agreements, and License Agreements
- ^{xvi} Distinct number of graduates with a degree or certificate.
- ^{xvii} Graduating students from groups underrepresented as college graduates and who remain in Idaho after graduation will have the greatest impact on college going rates.
- ^{xviii} <http://oirap.rutgers.edu/msa/documents/EHEGuide5-29.pdf>
- ^{xix} CPI adjusted numbers are in, or use, constant 2007 dollars
- ^{xx} Cost defined to include the following categories of expenditures from BSU’s Performance Measurement Report submitted to SBOE: Instruction, Library, and Academic Support. Not included in “cost” are the following categories of expenditures: Research, Public Service, Student Services, Physical Plant, Institutional Support, Athletics, Auxiliary Enterprises, Scholarships/Fellowships, and Other.



North Idaho College Strategic Plan

SP Version 2012

2012 – 2016

Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Accreditation Core Themes

The college mission is reflected in its three accreditation core themes:

Student Success: Provide access to an education environment that helps students attain their education goals.

Educational Excellence: Enhance quality educational opportunities that promote student success, teaching excellence, and lifelong learning.

Community Engagement: Enhance the quality of life for our students and communities.

Key External Factors

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

Theme/Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objective 1: Provide innovative, progressive, and student-centered programs and services.

Performance Measures:

- Rates of participation in OARS orientation programs
- Overall impression of the quality of education at NIC (average score on ACT Student Opinion Survey)
- Program reviews within Student Services units

Objective 2: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures:

- Percent of first-time degree seeking students that completed or transferred in three years
- Number of students who participated in course evaluations
- Fall to spring persistence rates of students enrolled in CSC-013 (reading)
- Fall to spring persistence rates of students enrolled in MATH-015

Objective 3: Promote programs and services to enhance access and successful student transitions.

Performance Measures:

- Number of associates degrees/certificates awarded
- Number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students
- Overall score of students who would choose to attend NIC if they were to start college over (average score on ACT Student Opinion Survey)
- Number of Tech Prep students who enroll at NIC in Professional Technical programs
- Annual Credit hours of Dual Credit students

Theme/Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objective 1: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures:

- Number of online course offerings
- Annual participation rates of Workforce Training and Community Education students
- Percent of Career Program completers employed in related field or pursuing additional education

Objective 2: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures:

- Student Learning Outcomes Assessment goals

Objective 3: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures:

- Number of associate's degrees/certificates awarded

- Student Learning Outcomes Assessment goals
- Percentage of training and community education course evaluations that score a 4 or higher out of the total number of evaluations

Objective 4: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures:

- Metrics for employee professional development
- Rates of participation at new employee orientation
- Rates of participation in the NIC Wellness program

Theme/Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures:

- Annual score on community engagement rubrics

Objective 2: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- Percentage of employers who indicate satisfaction with overall preparation of students
- Number of Customized Training programs in which businesses are engaged

Objective 3: Promote North Idaho College in the communities we serve.

Performance Measures:

- Distance Learning proportion of credit hours
- Number of non-credit students as percentage of NIC's total service area population (market penetration)
- Annual participation rates of Workforce Training and Community Education students

Objective 4: Enhance community access to college facilities.

Performance Measures:

- Number of community events on campus or other NIC facilities

Theme/Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objective 1: Foster a culture of inclusion.

Performance Measures:

- Number of student clubs

- Variety of locations/methods used by Human Resources office to advertise open positions

Objective 2: Promote a safe and respectful environment.

Performance Measures:

- Annual Campus Safety Report
- Number of training sessions/workshops offered by Human Resources

Objective 3: Develop culturally competent faculty, staff and students.

Performance Measures:

- Diversity Committee Reports

Theme/Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objective 1: Exhibit trustworthy stewardship of resources.

Performance Measures:

- Transparency in annual budget process
- Annual gifts received by the NIC Foundation/Development Office
- Annual grants sought and secured

Objective 2: Demonstrate commitment to an inclusive and integrated planning environment.

Performance Measures:

- College-wide replacement schedule for personal computers
- Integrated planning across processes such as accreditation, strategic planning, and performance measurement reporting

Objective 3: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures:

- Energy rebates generated and utilized for perpetuating energy savings projects
- Energy saving/equipment replacement measures

ADDENDUM

The following statewide performance measures have been requested by the Idaho State Board of Education. Data for these measures has not been analyzed at this time and benchmarks will be set prior to reporting in the fall.

- Retention (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- Total certificates and degrees conferred (number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled)
- Cost per credit hour to deliver education
- Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions (Education & Related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction)

The following two measures are inputs from the K-12 system and are not benchmarkable:

- Remediation (number of first-time freshman who graduate from an Idaho High school in the previous year requiring remedial education)
- Dual Credit (total credits and # of students)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Famous Idaho Potato Bowl – Request for Alcohol Permit

October 2007	Board approved alcohol service for 2007-2009 Roady's Humanitarian Bowl games.
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June 2010	Board approved alcohol service for 2010 – 2012 uDrove Humanitarian Bowl games.
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services

BACKGROUND/DISCUSSION

Board Policy permits institutions to request approval for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval under the following minimum conditions:

- i. 1) The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.
- 2) For pre-game events held in institution stadium suite areas, only patrons who hold tickets to seats in the area shall be allowed into the area during games.
- ii. 1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
- 2) For events held in institution stadium suite areas, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4th quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.
- iii. 1) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, no one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.
- 2) For events held in institution stadium suite areas adult patrons may be accompanied by youth for whom they are responsible, but only if such

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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youth are, at all times, under the supervision and control of such adult patrons.

- iv. Companies involved in the event must be sent a letter outlining the location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
- v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
- viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
- ix. Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.
- x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.

Past approval for alcohol service during Bowl games has included minimum insurance and indemnification of the State of Idaho and the State Board of Education for a minimum of \$5,000,000 and a lifting of the time restriction for service (pre-game only).

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Based on new football complex construction in the north end zone in Bronco Stadium in 2012, Famous Idaho Potato Bowl requests the physical relocation and operation of a corporate tent village, including the serving of alcohol, during the Famous Idaho Potato Bowl at an alternate location then held during past events.

Attached is the proposal from the Famous Idaho Potato Bowl regarding the corporate tent village activities for 2012 as well as the ongoing controls that have been in effect since 2006 following Kevin McDonald's hiring as Executive Director of the bowl game.

As reference in the attached proposal, the Famous Idaho Potato Bowl will continue to institute the long standing controls in compliance with the existing State Board of Education policies have been in effect and approved since the inception of Corporate Tent Village

ATTACHMENT

Attachment 1 – Corporate Tent Village Proposal

Page 3

Attachment 2 – Map of proposed layout

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Bowl management has reported no incidences associated with the event.

IMPACT

This event has been a major part of the community for over ten (10) years. It has made a positive impact on the economics of the city of Boise. The Famous Idaho Potato Bowl will earn revenues from the lease of the corporate tents. The University will also earn revenues from the lease of the Stadium.

BOARD ACTION

A motion to approve Famous Idaho Potato Bowl's request to operate a corporate tent village consistent with the terms herein for the 2013 through 2016 Bowl games in compliance with Board Policy I.J. and the terms submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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2012 Tent Village
-Proposal-

Background: Corporate Tent Village continues to be one of the significant revenue sources for the Famous Idaho Potato Bowl as it regularly attracts over 3,000 ticketed fans and involves well over 30 local business and community partners. In 2011 we had over 3,600 attendees and 31 companies from the Treasure Valley and eastern Idaho. It has become an annual tradition and trademark of our bowl game. We are proud that we have operated a safe and fun fan experience for 10 years without incident.

Due to the recent changes in the North End Zone of Bronco Stadium with construction of the new BSU football facilities, we have been forced to consider alternative locations for Tent Village.

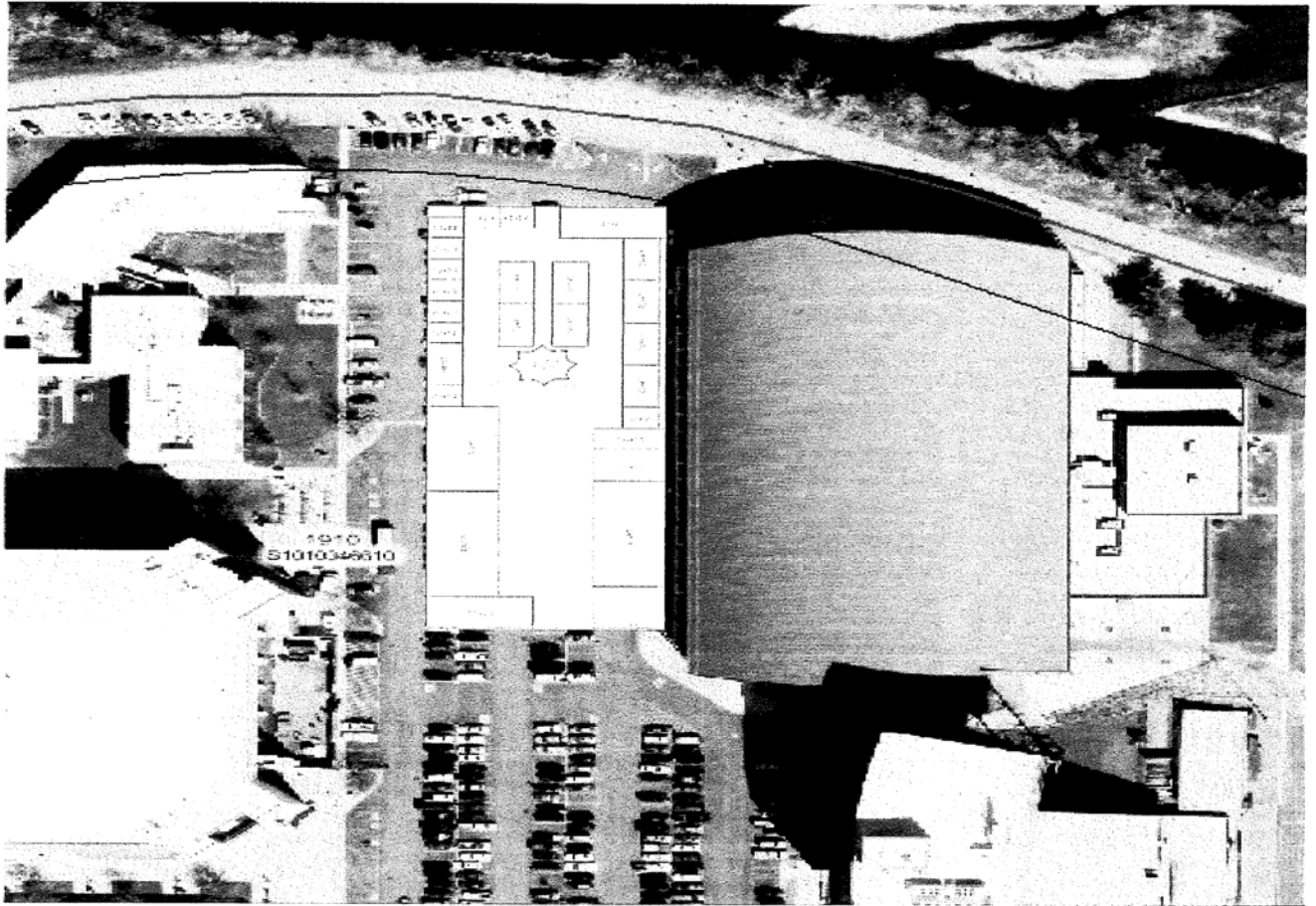
After numerous meetings with council members and Boise State Parking and Transportation, while taking into conditions set forth by the State Board of Education, we are proposing the following changes while maintaining many of the previous requirements:

1. Move footprint of tent village area to parking lot between Caven Williams Complex and Taco Bell Arena – please see attached map.
2. Secure parking lot area by fencing to control access to and from the area.
3. Utilize Caven Williams Complex for alcohol free tents/corporations.
4. Provide security personnel at all points of entry.
5. Require “over 21” wristbands for all legal participants.
6. No alcohol making or distribution companies may be allowed to sponsor the activities or tents.
7. A color-coded wrist band or pass admission system would identify attendees and invited guests.
8. Companies involved in tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will specify that the state minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
9. Security personnel to be located throughout the controlled area monitoring the alcohol wristband policy and patron behavior.
10. Security personnel will not allow patrons to exit the area with alcoholic beverages.

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11. The proposed area is for sponsors to entertain clients/guests for 2012-2016 Famous Idaho Potato Bowl games, including the sales and service of alcohol.
12. The Humanitarian Bowl, Inc. dba Famous Idaho Potato Bowl will abide by all terms and conditions of the Board's existing alcohol policy.
13. The Famous Idaho Potato Bowl will provide the Board with an annual report of the Corporate Tent Village activities within sixty (60) days of the Bowl game. The Board reserves the right to rescind and withdraw this approval for future games upon review of the annual report.

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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Alcohol Waiver – Stueckle Sky Center

REFERENCE

April 2011	Board approved amendments to Board Policy I.J. Use of Institutional Facilities allowing for the service of alcohol in conjunction with NCAA athletic events with prior Board approval, under established criteria.
June 2011	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2011 football season as well as alcohol service in the Sky Center for home football games and the Humanitarian Bowl.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

BACKGROUND/DISCUSSION

Boise State University (BSU) requests Board approval to provide alcohol service in the Stueckle Sky Center for the 2012 football season, the Famous Idaho Potato Bowl, and the 2013 Spring Game.

Prior to approval of construction of the skybox suites, the Board granted approval for Boise State University to represent that alcohol service would be available in the skyboxes. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area of the stadium only. However, such alcohol service is clearly known to be at the sole discretion of the Board.

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for BSU to offer alcohol service under limited circumstances for past eight football seasons.

Corporate tents/hospitality areas in the secured area north of the stadium have been successful in the past eight seasons. Boise State works with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns have been reported. The security plan has been in place for the past eight seasons and is updated each year and will remain in place for the coming season. Last year was the fourth year of operation for the Stueckle Sky Center and, as with the first three years of operation, the Board approved service of alcohol during home football games and the annual bowl game. As with the prior years, no serious issues or concerns were reported.

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Boise State University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Club on the west side of the stadium for each home Bronco football game and for the annual bowl game. In this secure area, Boise State will allow patrons to purchase food and beverages (non-alcoholic and alcoholic). Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the University will conduct these policies under the following conditions, similar to those set by the Board over the last eight years, and consistent with the 2011 amendments to Board policy I.J., for other game day secured areas.

1. The Sky Center is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
2. There is no access from the general seating area into the Sky Center. Further, only patrons who hold tickets to seats in the Sky Center will be allowed into the Sky Center during games.
3. Begin no sooner than three hours prior to kick off and will end at start of the 4th quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Center area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. A list of the measures that Boise State intends to take to assure underage drinking does not take place in the Sky Center and defining how the Sky Center is monitored and secured to that end is attached as Exhibit. This security plan was provided to the Board at the Board's request last year with regard to of the 2011 season.

IMPACT

If the Board does not approve the alcohol waiver request, Boise State will not be able to sell alcohol at home football games during the 2012 season.

ATTACHMENT

Attachment 1 – Boise State University Security Plan

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J. as amended in April 2011 allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as BSU's report regarding service during the 2011/12 football season.

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BOARD ACTION

I move to approve the request by Boise State University to allow the sale of alcohol in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2013 Spring Game in full compliance with Board Policy I.J for the 2012/13 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Boise State University
2012 Football Season – Bronco Stadium
Security Plan and Alcohol Report
Stueckle Sky Center -- Caven Williams Sports Complex

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex and Stueckle Sky Center. Security plans for each facility are as follows and will be conducted at each home game for the 2012 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Stueckle Sky Center

There have been no serious incidents regarding the service of alcohol during the 2004 through 2011 seasons.

As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the activities with the following staffing and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd Management Supervisor — Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor -- Assists Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out that will move to the Loge level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

South Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point, checks tickets, and ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out that will move to the Club level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

Level 3-- Loge Level

- Crowd Manager at the N. stairs stadium to loge level – Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- N Elevator lobby Crowd Manager - Monitors Patrons who enter the Loge Level bar, assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager -- Monitors the alcohol sales at the bar. Patron Services Duties
- South stairs stadium to loge level Crowd Manager. Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- Crowd Manager to rove throughout the loge level – Patron services duties, monitors alcohol sales in bar and seating area.

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Level 4- Club Level

- Club Room Crowd Manager - Monitors the alcohol sales at the bar. Patron Services Duties
- South Stairwell Crowd Manager - Monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager - Rove throughout the hall way. Patron services duties, monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager - Monitors alcohol sales in bar area and patron services duties
- North Stairwell Crowd Manager -- Monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager - Monitors back row of club seating area to ensure the isle remains clear. Patron services duties.
- West Stairs Crowd Manager between 4th and 5th floor-- Monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway—Patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5—Suite Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.
- North End of Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.

Level 6—Press Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South End Hallway Crowd Manager - Patron services duties and rove hall to monitor patron in the suites.
- North End Hallway Crowd Manager - Patron services duties. Rove hall to monitor patron in the suites.

Policies

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.

Boise State University has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

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- Please drink responsibly.
- The University will enforce a **zero tolerance policy** on **alcohol abuse** and **underage drinking** that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

“It is a privilege for us to serve alcohol in the Stueckle Sky Center”
Have a great Game Day, GO BRONCOS!

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JUNE 21, 2012

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Alcohol Waiver – Stueckle Sky Center

REFERENCE

April 2011	Board approved amendments to Board Policy I.J. Use of Institutional Facilities allowing for the service of alcohol in conjunction with NCAA athletic events with prior Board approval, under established criteria.
June 2011	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2011 football season as well as alcohol service in the Sky Center for home football games and the Humanitarian Bowl.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I. J.

BACKGROUND/DISCUSSION

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for BSU to offer alcohol service under limited circumstances for past eight football seasons.

Corporate tents in the secured area north of the stadium have been successful in the past seven seasons. Boise State University works with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold-out games and greater attendance, no serious issues or concerns have been reported. Boise State will have the same or an enhanced security plan that has been in place for the past seven seasons for the coming season.

Boise State University seeks permission to set up a secure area inside the Caven Williams Sports Complex prior to each home Bronco football game. In the secure area, corporate sponsors and invited guests may purchase food and beverages (non-alcoholic and alcoholic) from the University's official food service provider.

For good weather, a secure area will be established on the east patio of the Cavern Williams Sports Complex at which alcohol would be served. This reflects what has been approved in prior seasons, most recently for the 2009 through 2011 seasons, and as previously approved by the Board. For inclement weather, or as an alternative option, the secure alcohol area will be set up inside the Cavern Williams Sports Complex, fenced from the rest of the Corporate Hospitality area, separated by fencing. This reflects what was implemented for the 2010 season as approved by the Board in June 2010.

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There have been no serious incidents regarding the pre-game service of alcohol during the 2005 through 2011 seasons. This proposal creates a secure, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for corporate events. These types of functions are beneficial to the University and are sponsor and donor cultivation opportunities. Entry to the corporate hospitality area is by written invitation only.

As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy, including the 2011 amendments to Board policy I.J., regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

1. All who enter the Caven Williams Sports Complex must be an invited guest.
2. Event begins three hours prior to kick off and ends at the start of the game.
3. The Caven Williams Sports Complex will be secured to control access to and from the area.
4. There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for corporate hospitality invitations of all patrons entering the facility.
5. One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identity attendees over the age of 21.
6. There will be no more than two entry points into the area where beer and wine is sold manned by security personnel who will check wristbands.
7. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
8. No alcohol making or distributing companies may be allowed to sponsor the event.
9. Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
10. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.

IMPACT

There have been no serious incidents regarding the pre-game service of alcohol during the 2005 through 2011 seasons. This proposal creates a secure, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for corporate events. These types of functions are beneficial to the University and are sponsor and donor cultivation opportunities. Entry to the corporate hospitality area is by written invitation only.

ATTACHMENT

Attachment 1 – Boise State University Security Plan
Attachment 2 – Caven Williams Layout – Good Weather

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Attachment 3 – Caven Williams Layout – Inclement Weather

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STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J. as amended in April 2011 allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as BSU's report regarding service during the 2011/12 football season.

BOARD ACTION

I move to approve the request by Boise State University to establish secure areas specified in Attachment 2 and Attachment 3 for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J for the 2012/13 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Boise State University
2012 Football Season – Bronco Stadium
Security Plan and Alcohol Report
Caven Williams Sports Complex

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2012 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Caven Williams Sports Complex

There have been no serious incidents regarding the pre-game service of alcohol during the 2005 through 2011 seasons. We will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for corporate events. As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. This is an invited guest only event and no one will enter facility without proper credentials
- Two Aramark employees (TIPS trained) will check ID's and issue color coded wrist band
- Crowd Manager checking for color coded wrist band stationed at entrance to over 21 area.
- Crowd Manager roaming entire area checking for color coded wrist band and patron behavior
- Two Bronco Sports properties employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- Three Bronco Sports Marketing employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- One Boise State University Operations employee roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Caven Williams Sports Complex must be an invited guest.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Caven Williams Sports Complex will be secured to control access to and from

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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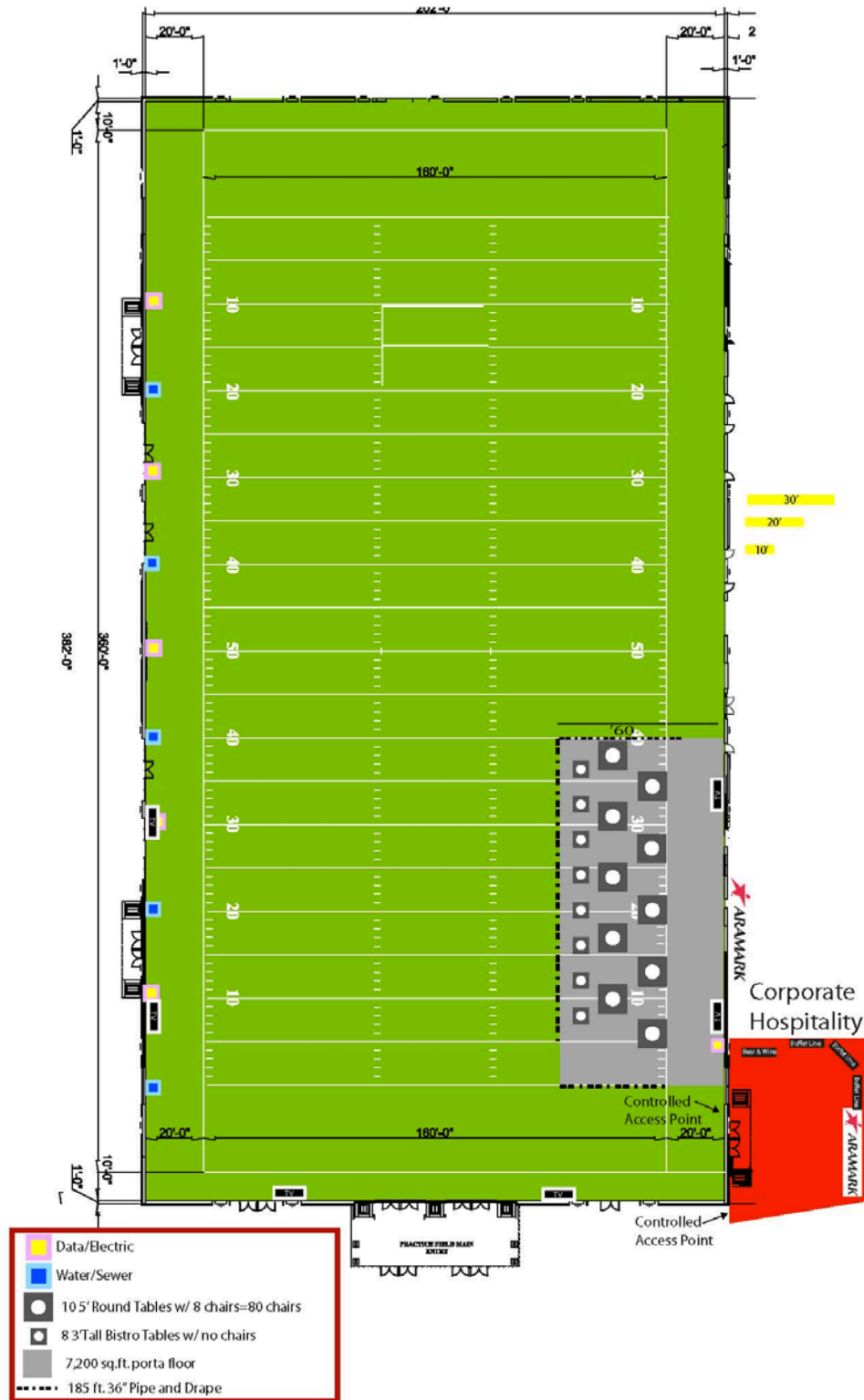
the area.

- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for corporate hospitality invitations of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identity attendees over the age of 21.
- Proper sized fencing separating over 21 area will to be approved by university so that no under-age patrons can enter area
- There will be one entry point into the area where beer and wine is sold manned by security personnel who will check wristbands.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- Companies involved in the corporate hospitality area would be sent a letter outlining the Caven Williams Complex Corporate Hospitality Area/SBOE alcohol policy. The letter will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
- The area is for sponsors to entertain clients/guests for the fall 2010 home football games.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Attached is the map of the facilities in the Caven Williams Sports Complex and how it will be configured for the game day events

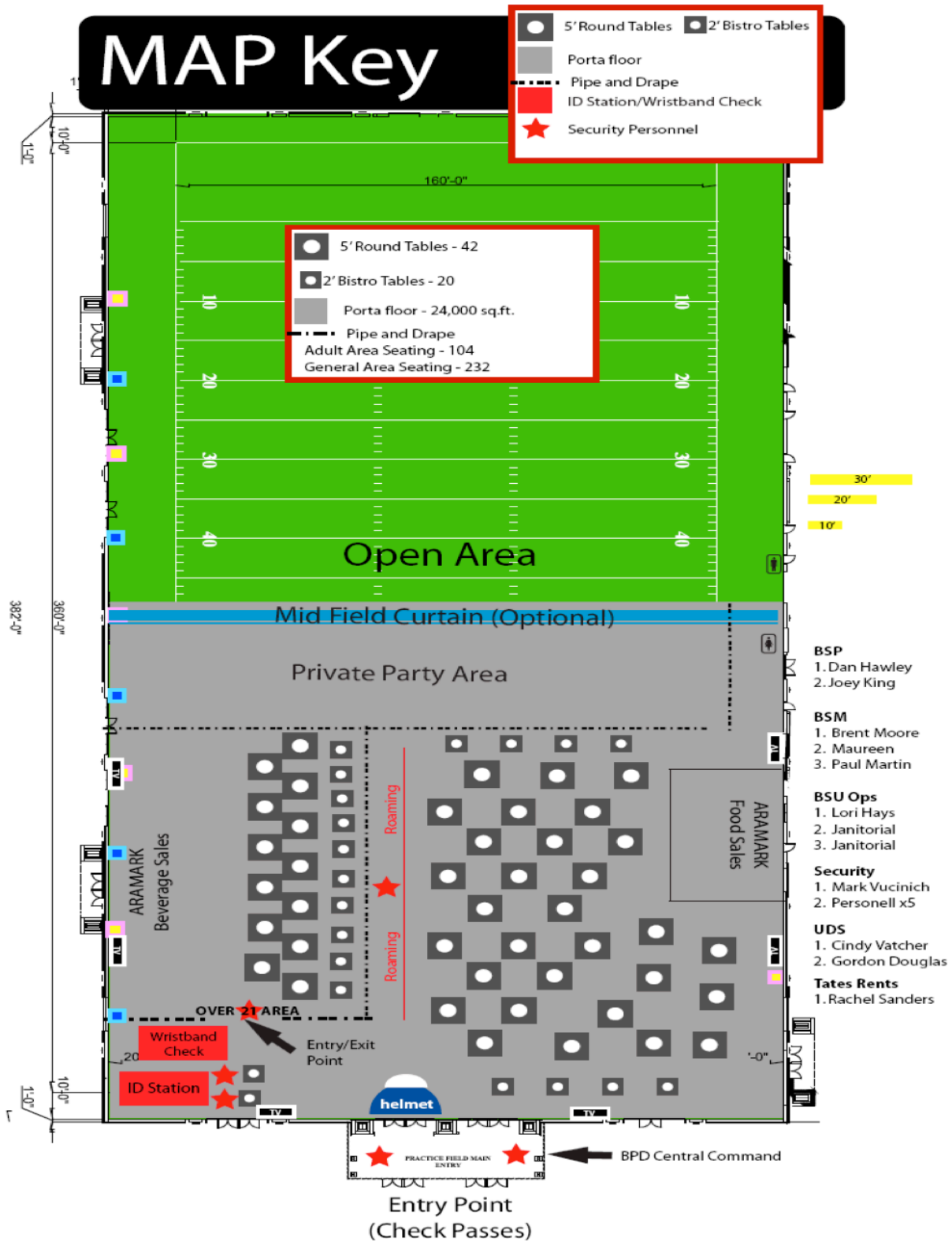
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Cavern Williams Sports Complex
Patio Option – Clement Weather



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Cavern Williams Sports Complex
Alternate option/inclement weather



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-game Alcohol Waiver

REFERENCE

June 2007	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.
August 2008	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2008 football season.
June 2009	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2009 football season.
June 2010	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2010 football season.
June 2011	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2011 football season.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

BACKGROUND / DISCUSSION

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for BSU to offer alcohol service under limited circumstances for past eight football seasons.

During the 2007, 2008, 2009, 2010, and 2011 football seasons, Idaho State University (ISU) followed models established by the University of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2011 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. Idaho State University is continuing to work with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Idaho State University requests Board approval to establish a secure area on the West side of Holt Arena, and a V.I.P. guests area in the Bennion Room of Holt Arena, prior to each home Bengal football game, for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and invited guests the opportunity to gather with clients, friends, and guests for the 2012 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non- alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and the University's official food service provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point, which will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2012 home football games, including sales and service of alcohol.
11. A review of the 2012 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

If the Board does not approve the alcohol waiver request, ISU will not be able to include the sale of alcohol on campus at home football games during the 2012 season.

ATTACHMENTS

Attachment 1 – Arial View of Designated Area – Holt Arena

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Attachment 2 – Detail of Booth and Service Areas –
West Side of Holt Arena

Page 6

Attachment 3 – Interior Floor Plan – Holt Arena (Bennion Room)

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J. as amended in April 2011 allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as ISU's report regarding service during the 2011/12 football season.

BOARD ACTION

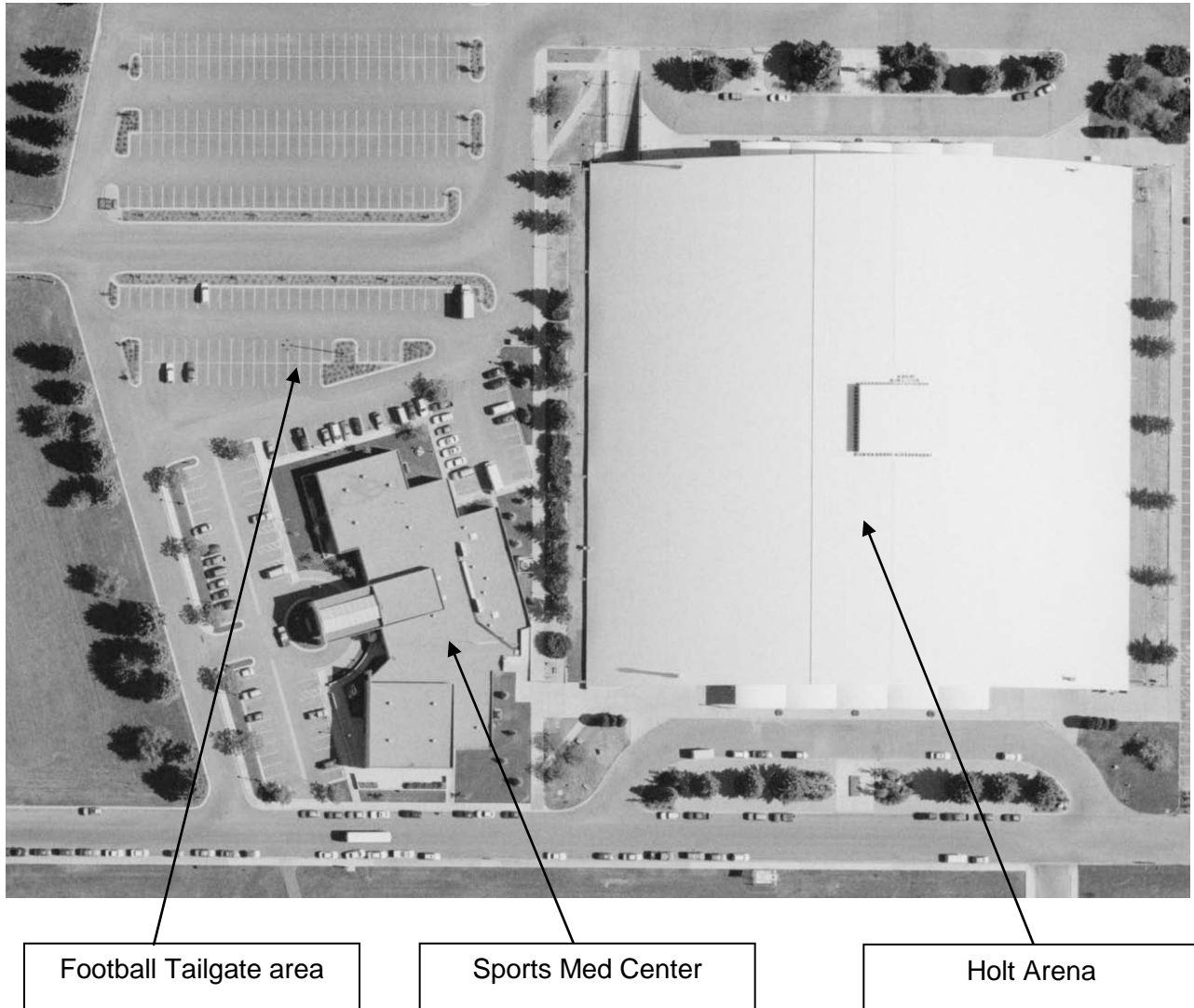
I move to approve the request by Idaho State University to establish secure areas as specified for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J. for the 2012/13 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

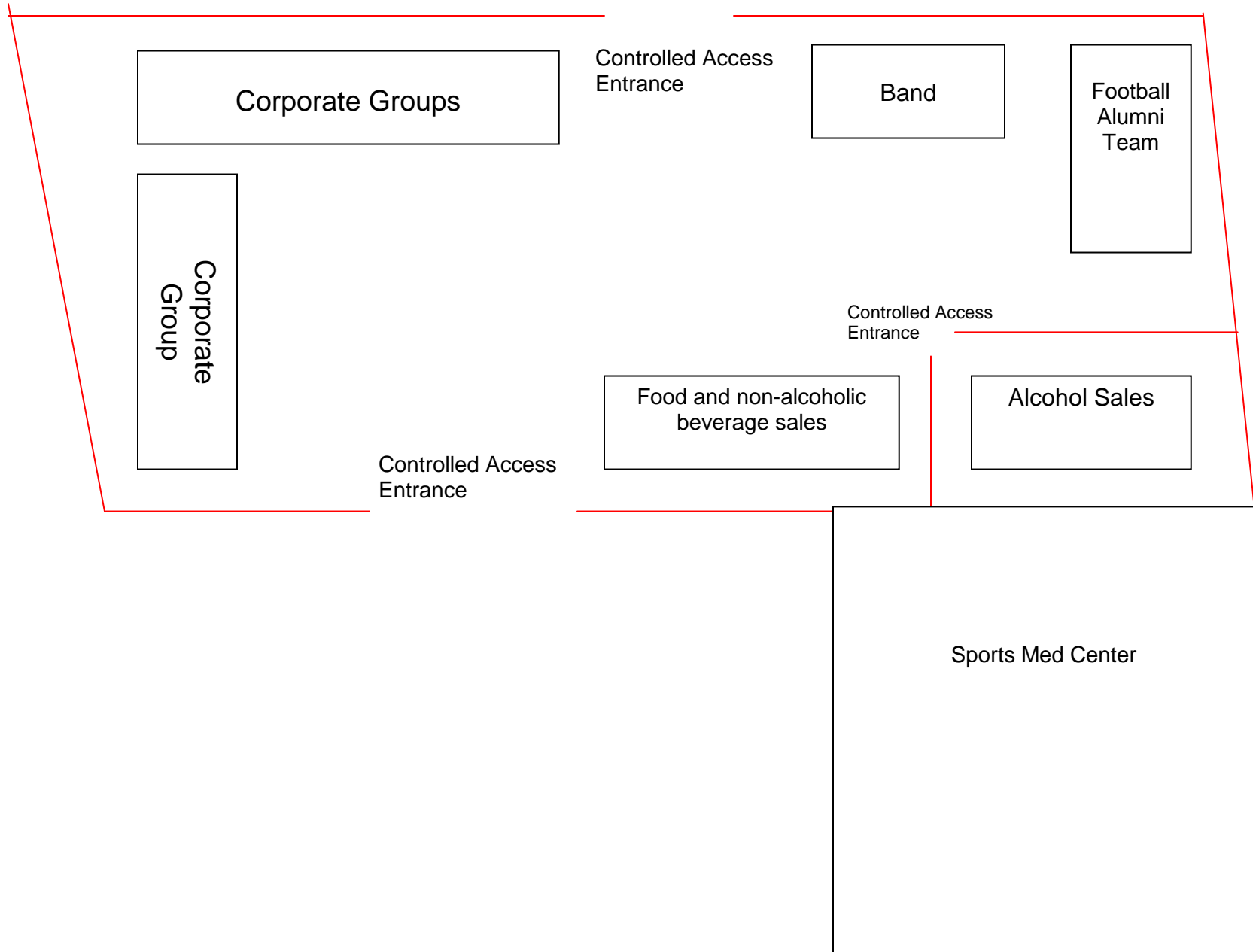
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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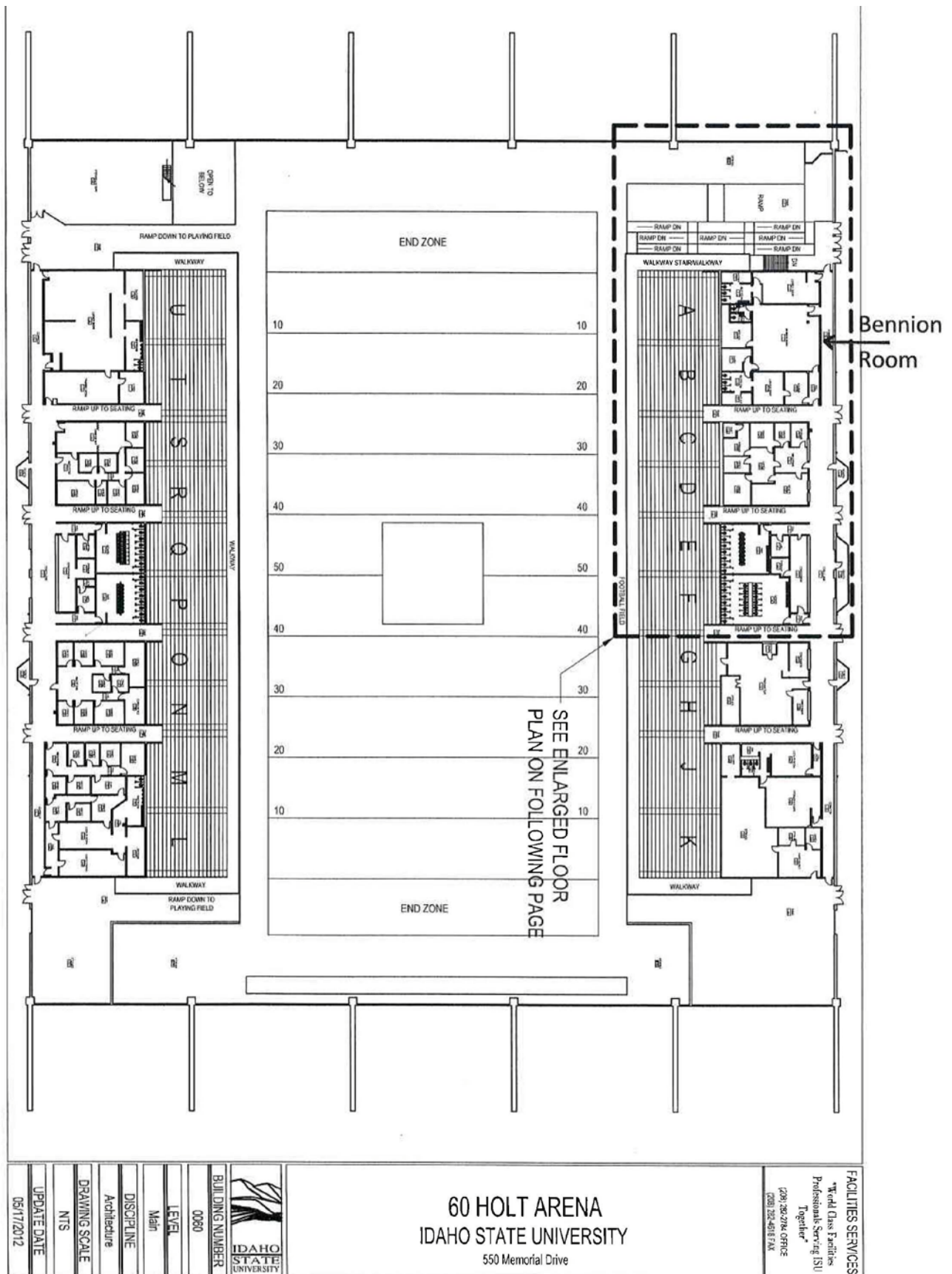
Aerial View of Holt Arena and Sports Med Center



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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UNIVERSITY OF IDAHO

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 2012 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 of 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 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. |
| August 10, 2006 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2006 football season. |
| Fall 2006 | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas. |
| August 9, 2007 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2007 football season. |
| Fall 2007 | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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	wristband policy is in place to better supervise minors in the alcohol service areas.
June 19, 2008	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2008 football season.
Fall 2008	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
June 18, 2009	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2009 football season respectively.
Fall 2009	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas
June 17, 2010	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2010 football season respectively.
Fall 2010	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas
April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events.
April 19, 2012	University report on service of alcohol at NCAA football games pursuant to revised SBOE/Regents Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The University of Idaho (UI) seeks permission to continue its prior practice whereby in the secure areas, patrons may purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2.

With respect to admission of persons under the legal drinking age (and per SBOE/Regents Policy I.J.2.iii.(1)) the university seeks approval to allow responsible adults who have been invited to a pre-game event to bring minor children and guests for whom the adults will be responsible. As per SBOE/Regents policy I.J.2. iii.(1) a color-coded wrist band system will serve to identify all authorized attendees and invited guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed to consume or possess alcoholic beverages. This system has been in place for prior university pre-game events and it has promoted a family atmosphere at these events. There have not been any alcohol incidents arising from the presence of minors at these events.

There have been no serious incidences regarding the pre-game service of alcohol. The UI creates a restaurant-type atmosphere within the secure areas. 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 managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The secure areas where food and beverage service (including alcoholic beverages) will take place are:

- North Kibbie Field – this area will be available for Corporate Tents to provide an opportunity for corporate sponsors to reward employees and say “thank you” to valued customers by hosting private functions. This area is located on the north lawn adjacent to the ASUI-Kibbie Dome.
- Student Activities Field – This area will be available for Corporate Tents and for the “President’s Circle Pre-Game Function” which is provided for invited guests and allows the university leadership to mix with the guests.
- Menard Law Building first floor foyer – this area will be available for the university’s athletic marketing agent (Learfield) to entertain clients and corporate sponsors of athletic events.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Service of alcohol at the North Kibbie Field and the Student Activities Field areas will be through tents placed in those areas creating a controlled area for monitoring attendance and consumption, with service limited to the tents and no alcohol allowed to leave the tents. Service of alcohol in the Menard Law Building foyer will be limited to the foyer area which will be cordoned off with access limited to the two front doors.

IMPACT

Again there have been no serious incidences regarding the pre-game service of alcohol during the 2004 through 2011 seasons where service has been approved. The UI creates a restaurant-type atmosphere within the secure areas. 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.

ATTACHMENTS

Attachment 1 – Maps and Drawings of
Service Areas

Page 5

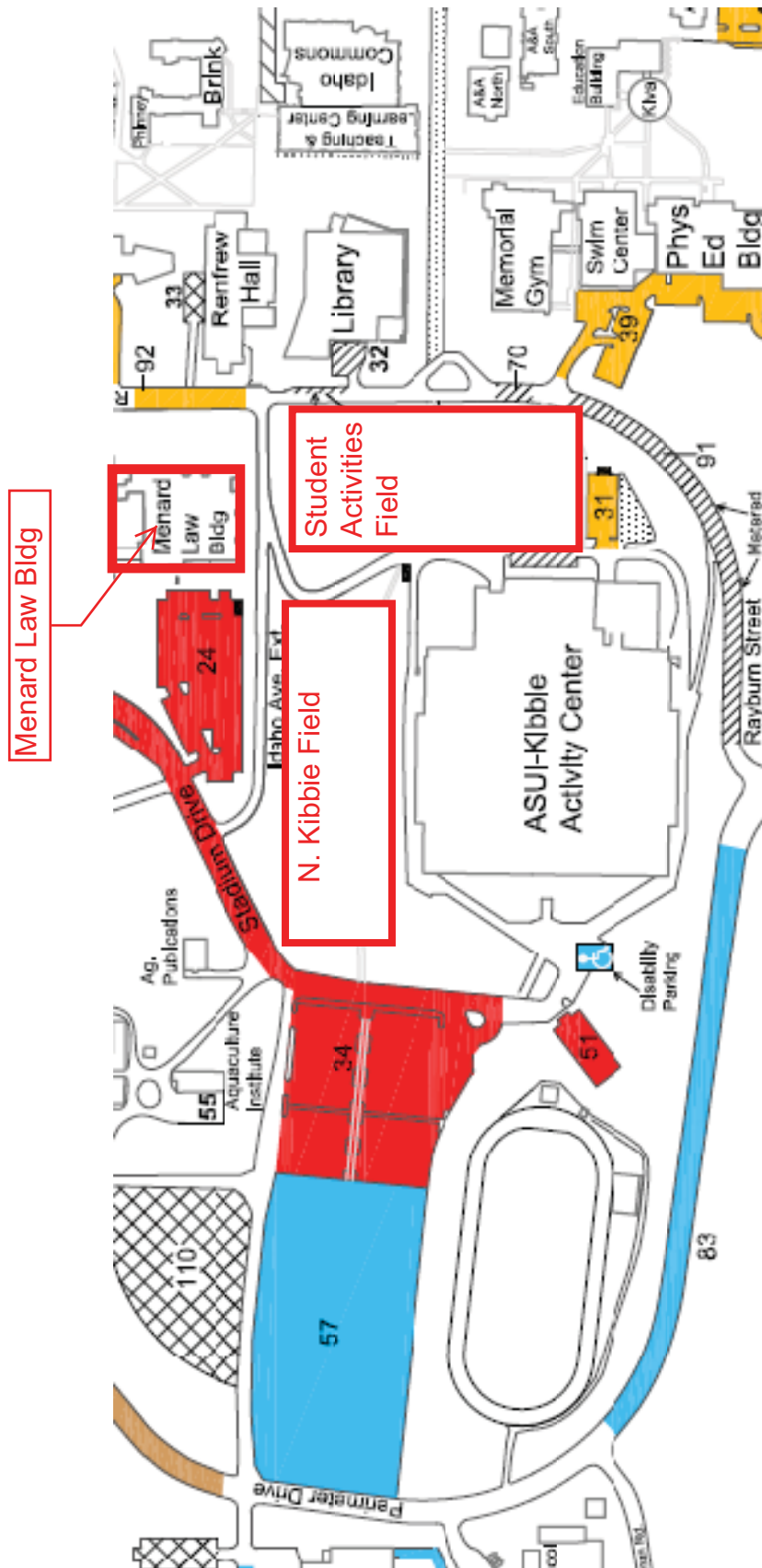
STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho provided a full report to the Board at the April 2012 Board meeting regarding the service of alcohol in conjunction with the 2011 football season in compliance with Board policy.

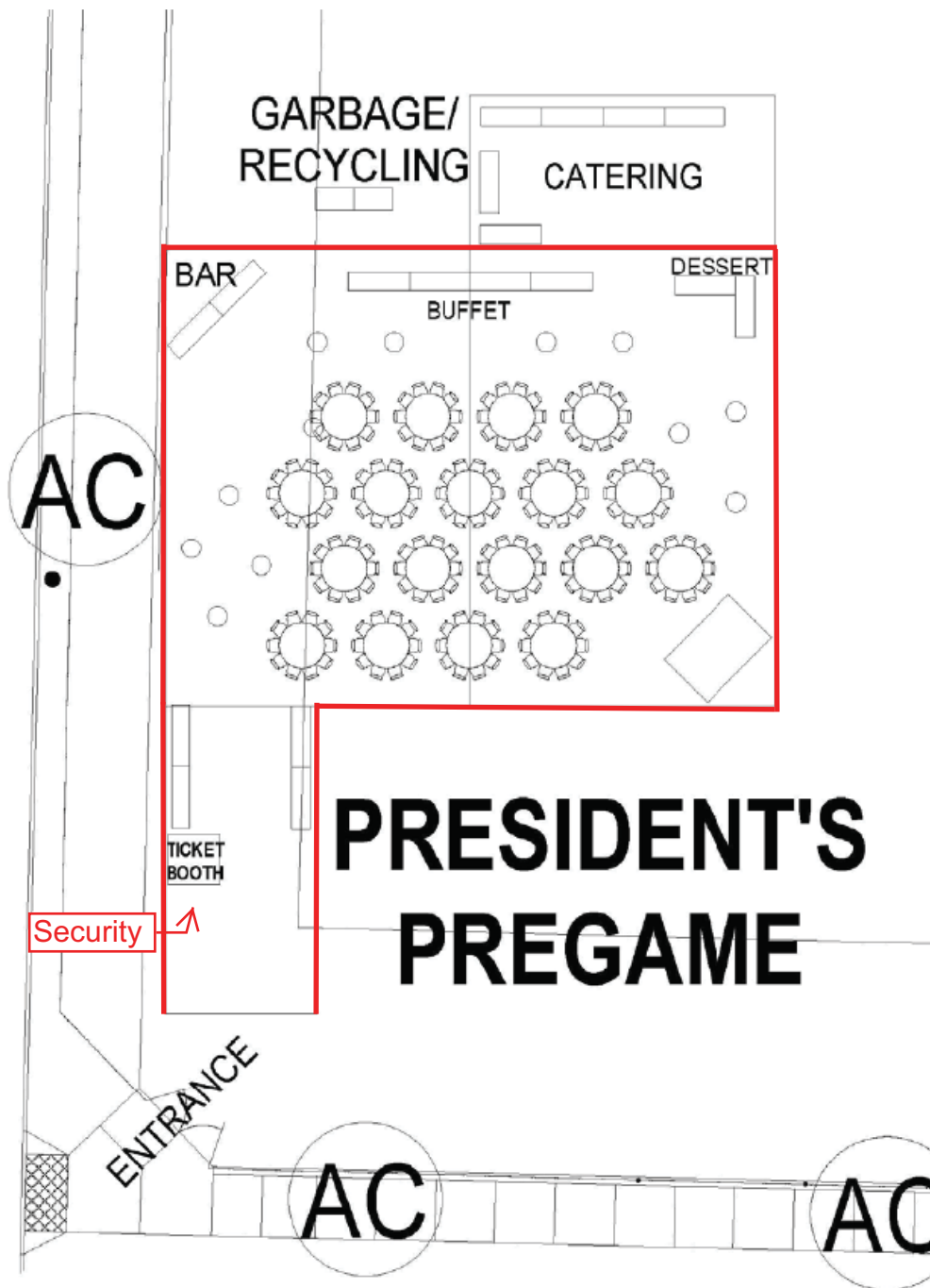
BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2012 football season in the North Kibbie Field, Student Activities Field, and the Menard Law Building foyer under the conditions outlined in Board policy section I.J. subsection 2.c.

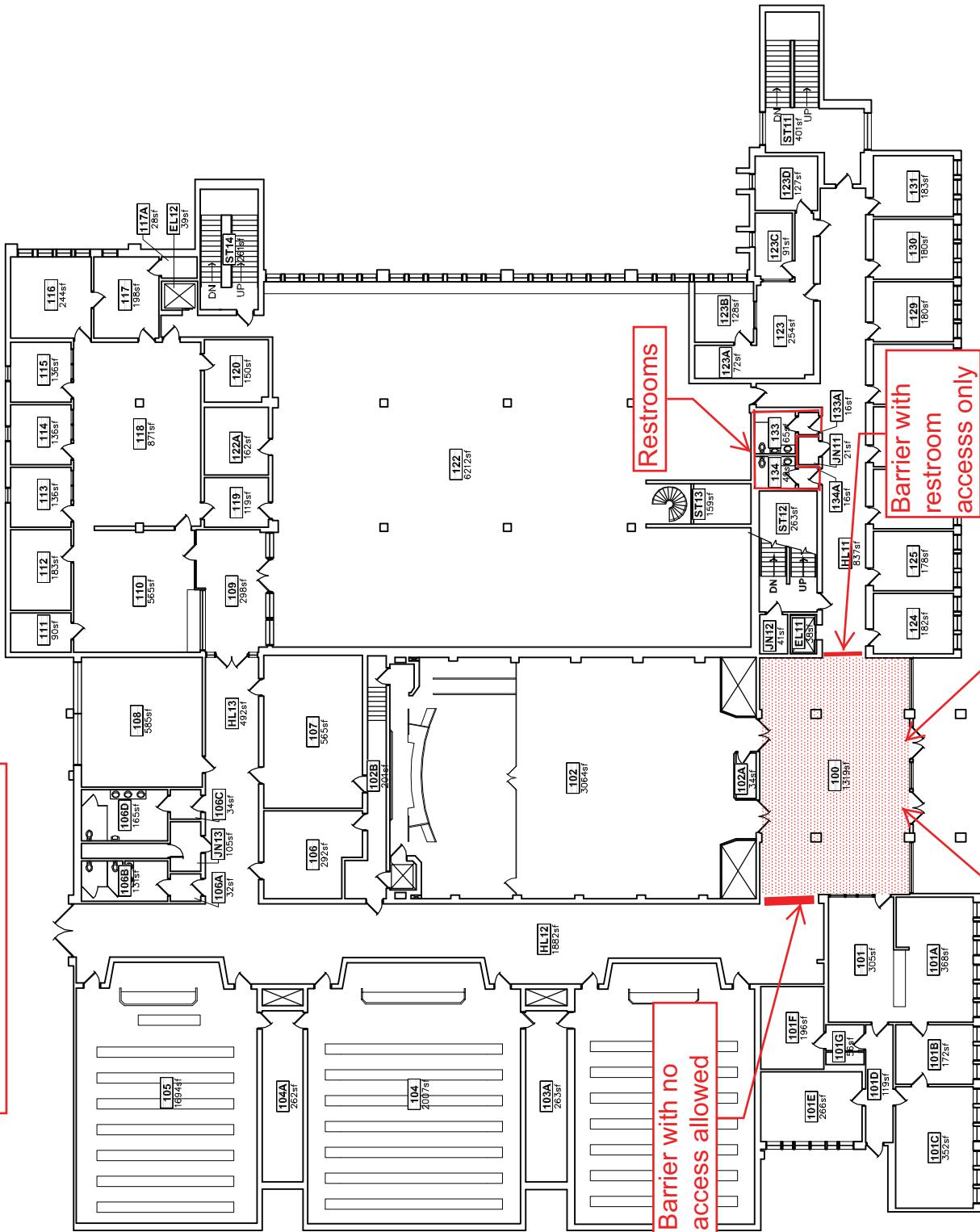
Moved by _____ Seconded by _____ Carried Yes ____ No ____



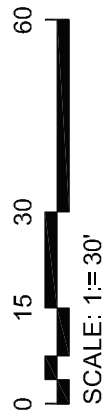
2012 Vandal Pre-game Activities Map



Menard Law Bldg



MENARD LAW BUILDING - #014
FIRST FLOOR
12-15-09



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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2012

UNIVERSITY OF IDAHO

SUBJECT

Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center)

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 of 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. |
| August 10, 2006 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2006 football season. |
| Fall 2006 | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas. |
| August 9, 2007 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2007 football season. |
| Fall 2007 | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas. |

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June 19, 2008	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2008 football season.
Fall 2008	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
June 18, 2009	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2009 football season respectively.
Fall 2009	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
June 17, 2010	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2009 football season respectively.
Fall 2010	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events and within institution stadium suite areas.
April 19, 2012	University report on service of alcohol at NCAA football games pursuant to revised SBOE/Regents Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games in the 2012 football season as well as for the 2013 Spring Football Scrimmage Game for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome).

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The University of Idaho seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexho, the university's official food service provider, before and during home football games. The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.

There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.

All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.

In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom

The university's food service provider (Sodexho) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexho's provision of food and non-alcoholic beverages.

The university and Center Patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

IMPACT

Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games. Again there have been no serious incidences regarding the pre-game service of alcohol during the 2004 through 2011 seasons where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2012

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho provided a full report to the Board at the April 2012 Board meeting regarding the service of alcohol in conjunction with the 2011 football season in compliance with Board policy.

BOARD ACTION

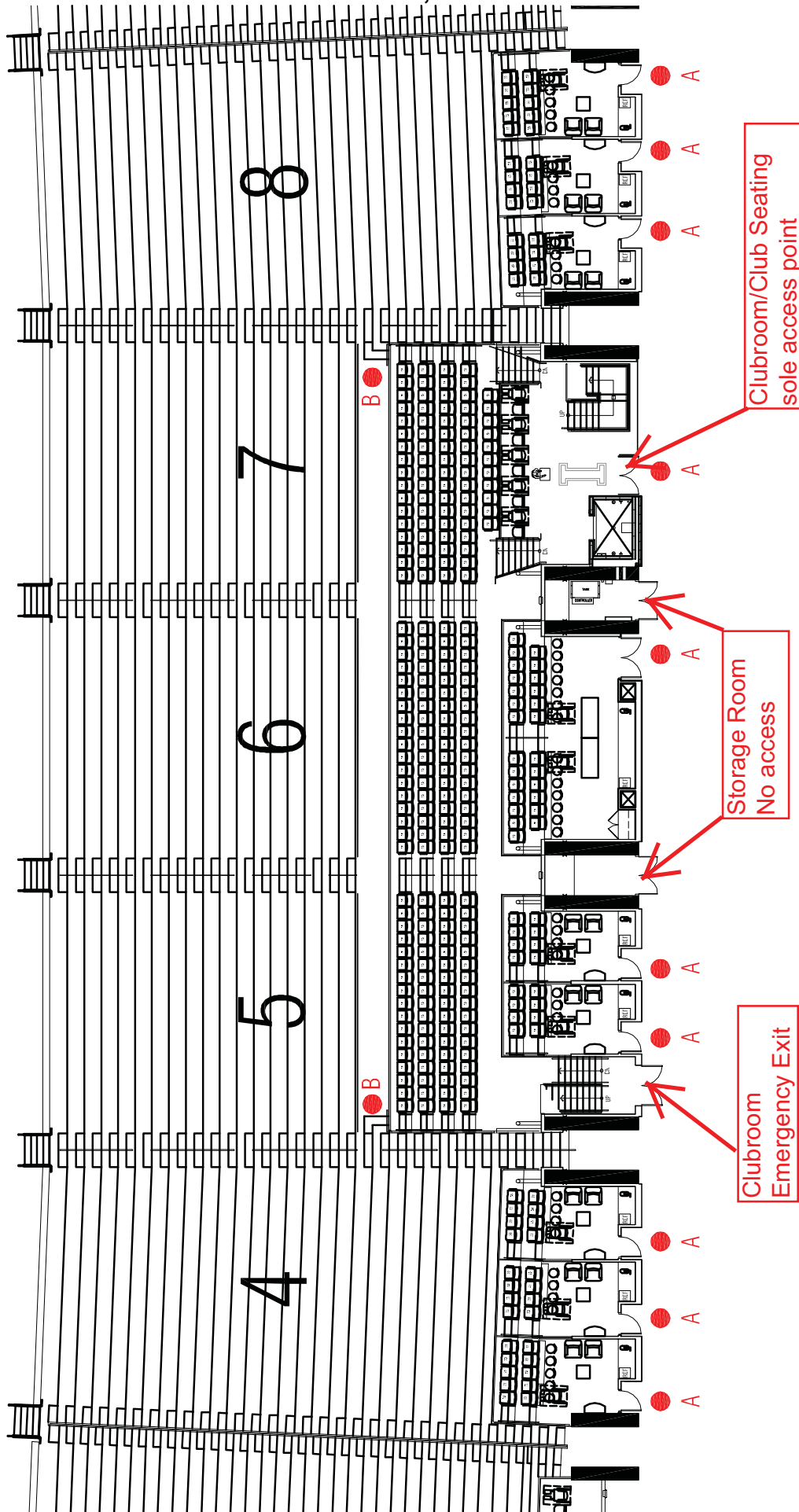
I move to approve the request by the University of Idaho to allow alcohol service during the 2012 football season and during the spring 2013 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes ____ No ____



PERSPECTIVE
CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES
ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in lounge seating area

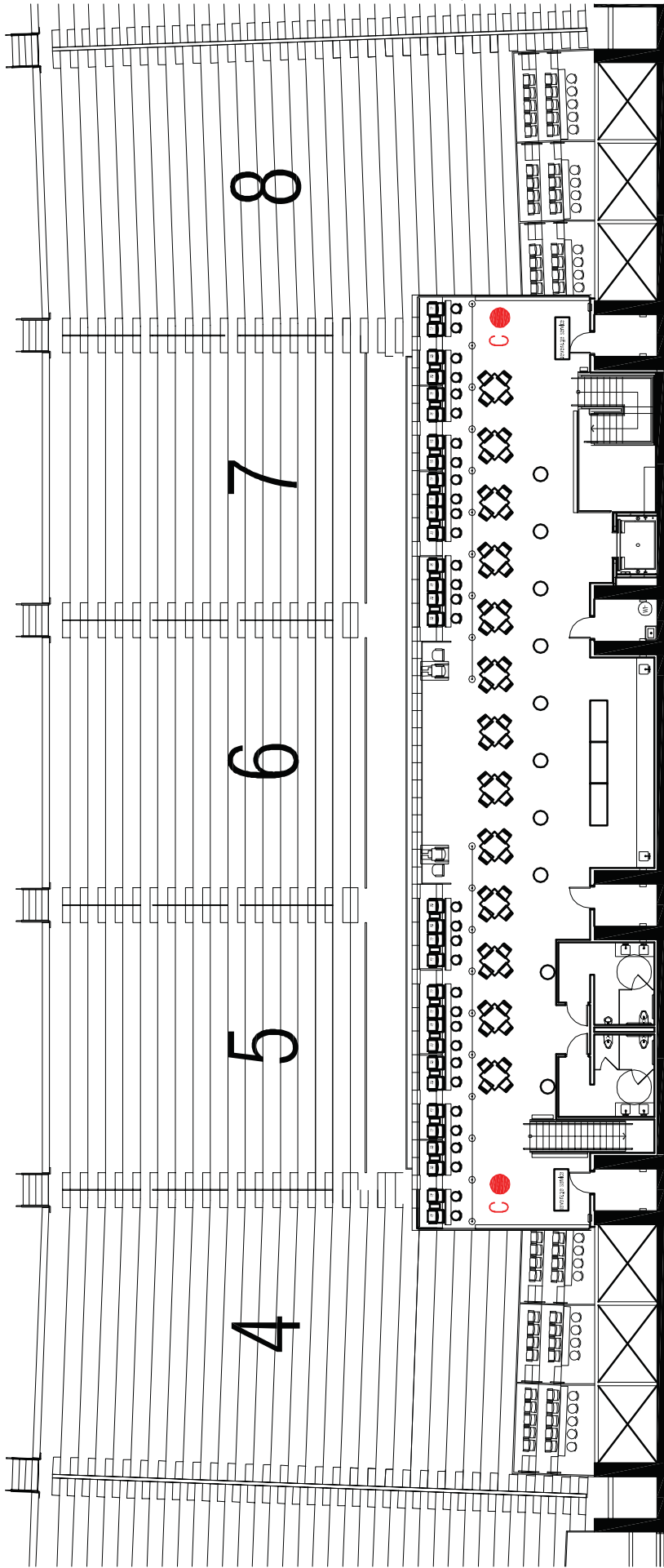


CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

ASUI KIBBIE ACTIVITY CENTER UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)
CLUB ROOM LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Alcohol Permits - Issued by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the April 2012 Board meeting. Since that meeting, Board staff has received forty-four (44) permits from Boise State University, nine (9) permits from Idaho State University, thirty (30) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY February 2012 – September 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Football Complex Ground Breaking	Stueckle Sky Center (SSC)	X		4/12/12
Grid Iron Social (Former Football Players Reunion)	SSC	X		4/13/12
BSU Dept of Communication 40 th Anniversary Party	SSC	X		4/21/12
President's Office-Arts & Humanities Lecture Series	SUB – Simplot Ballroom	X		4/30/12
Provost's Office-Distinguished Professors' Reception	SUB – Bishop Barnwell Room	X		5/1/12
President's Club Spring Reception	SUB – Simplot Ballroom	X		5/3/12
University Advancement Gift Planning/Legacy Workshop	Allen Noble Hall of Fame	X		5/8/12
President's Office-Honorary Doctorate Luncheon	SUB – Bishop Barnwell Room	X		5/12/12
Gene Harris Jazz Festival Pre Concert Reception	Student Union Building (SUB) – Lookout Room		X	3/22/12
Cinderella / Ballet	Morrison Center		X	4/6/12, 4/7/12(2)
Post Ballet Reception – Cinderella	Morrison Center – Founders Room		X	4/7/12
2012 Working Women Symposium	SUB – Jordan Ballroom		X	4/12/12
IDT's Spring Performance	Special Events Center		X	4/13/12, 4/14/12
FC Nova Soccer Club Dinner Fundraiser	SUB – Jordan Ballroom		X	4/14/12
Circle of Excellence Awards Dinner	SSC		X	4/18/12
Chair Affair Trade Show	SSC		X	4/20/12
Don Quixote / Concert	Morrison Center		X	4/21/12
Post Concert Reception	Morrison Center – Founders Room		X	4/21/12
ID Assoc. of Health U/W Awards Banquet	SUB - Simplot Ballroom		X	4/24/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
EMBA Open House	SSC		X	4/25/12, 6/6/12
ID Assoc. of Health U/W End of Day Mtg	SUB – Lookout Room		X	4/25/12
ID Bus. Review - Best Places to Work Awards	SSC		X	4/26/12
St. Luke's Health Foundation – Donor Reception	SSC		X	4/26/12
St. Luke's Heart Retreat	SSC		X	4/27/12
Wild Kingdom	Morrison Center		X	4/28/12
Susan G. Komen for the Cure – 2012 Survivor Celebration	SSC		X	5/4/12
Pop Goes the Rock by Cirque Dreams / Broadway	Morrison Center		X	5/4/12
Mahler Symphony No. 2 / Concert	Morrison Center		X	5/5/12, 5/6/12
Post Concert Reception	Morrison Center – Founders Room		X	5/5/12
CWI Culinary Arts- Formal Dinner Practical CULI 225	Culinary Arts Building		X	5/5/12
Rodney Carrington Show	Taco Bell Arena		X	5/10/12, 5/20/12
The Terraces of Boise- Senior Social	SSC		X	5/10/12
Verdi Wealth Planning- Spring Fever 2012	SSC		X	5/10/12
Visual Arts Center- Dinner & Wine Pairing	Visual Arts Center – Gallery 2 in Hemingway Western Studies Center		X	5/10/12
Stephanie Leppin- Wedding Ceremony & Reception	SSC		X	5/12/12
Jerry Seinfeld	Morrison Center		X	5/17/12
Lovell & Adams Wedding Reception	SSC		X	5/19/12
Frank & Bethine Church Award	SSC		X	5/24/12
Molly & JD's Rehearsal Dinner	SSC		X	5/26/12
ID Assoc. of Chiro. Phys.-President's Dinner	SSC		X	6/1/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Bronco Dairy Booster Live Auction	SSC		X	6/1/12
War Horse	Morrison Center		X	6/6/12, 6/7/12, 6/8/12, 6/9/12
321 st Engineer Battalion – Dining-out (formal dinner event)	SUB – Lookout Room		X	6/9/12
ID Victim Assistance Academy–Opening Dinner	SUB – Lookout Room		X	6/10/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY May 2012 - August 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
INL/ISU Community Reception	Stephens Performing Arts Center (SPAC)	X		5/1/12
Golden & Silver Bengals Reception	SPAC – Black Box/Bennion Promenade	X		5/3/12
School of Nursing Pinning	SPAC – Rotunda	X		5/4/12
iSTEM Banquet	SPAC – Rotunda	X		6/19/12
ATR User Facility User Week	CAES Building, 995 University Boulevard, Idaho Falls, ID 83402	X		6/21/12
New Exhibits Reception	ID Museum of Natural History – Gallery Lobby		X	6/8/12
QMN – III Banquet	Center for Advanced Energy Studies		X	6/13/12
Nathan / Connolly Wedding	SPAC		X	6/23/12
HHS Class 2002 - 10 Year Reunion	ISU Ballroom		X	8/18/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2012 – April 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
U of I Innovations Awards Dinner	1912 Center, Moscow, ID	X		3/22/12
Inland NW Philosophy Conference	Law Courtroom	X		3/24/12
Fire Sciences Retreat	Hotel McCall, McCall, ID	X		3/25-26/12
Spokane State of the College Reception	The Davenport Hotel	X		4/4/12
Faculty Gathering	Commons – Clearwater	X		4/6/12
UTC Program 2012 Grants Welcome Dinner	2180 E 5 th Street, Moscow, ID 83843	X		4/9/12
Reception for Visiting Dignitary Jaq Venza	U of I Prichard Art Gallery	X		4/18/12
SBOE Reception Dinner	Kibbie Dome Litehouse Center & Club Room	X		4/18/12
Tapping the Top-CNR Annual Awards Banquet	University Inn Best Western, Moscow, ID	X		4/19/12
Social for CLASS Advisory Council & McClure Board Members	University Inn Best Western, Moscow, ID	X		4/26/12
Capital Campaign Kickoff Weekend-Alumni Social	Pichard Gallery	X		4/27/12
College of Science Advisory Board Social	University Inn Best Western	X		4/27/12
EMBA Cohort 4 End of Year Networking	Harbor Center, U of I, Coeur d'Alene, ID	X		4/27/12
Department of Physics Annual Awards Banquet	Commons – Whitewater Room	X		4/30/12
2012 Commencement Dinner	Boise Centre	X		5/2/12
CAA Awards Banquet (Annual Event)	University Inn Best Western, Moscow, ID	X		5/3/12
University Faculty & Staff Reception	President's Residence	X		5/4/12
2012 Commencement Dinner	CDA Resort	X		5/7/12
EMBA Cohort 3 Graduation Reception	CDA Resort	X		5/7/12
Leadership Academy Recognition Program	SUB Ballroom	X		5/8/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2012

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Forest Products Commission Quarterly Meeting	Dean Kurt Pregitzer's Home, Wallen Road, Moscow, ID	X		5/9/12
2012 Commencement Dinner	SUB Ballroom	X		5/11/12
2012 Commencement Reception	Kibbie Dome	X		5/12/12
Provost's End of Year Appreciation Reception	1795 Amy Court, Moscow, ID 83843	X		5/21/12
Town and Gown Dinner	President's Residence	X		5/23/12
LEDC Annual Meeting	Inside Bogey's @ U of I Golf Course	X		6/6/12
JFAC Tour Dinner	Kibbie Dome – Litehouse Center	X		6/14/12
Utility Executive Course (UEC) Dinner (after Grand Coulee Dam Tour)	Steam Plant Grill, 159 S. Lincoln St., Spokane, WA 99201	X		6/17/12
UEC Summit Welcome Reception & Dinner	CDA Resort	X		6/26/12
UEC Advisory Committee Meeting Dinner/Reception	JA Albertsons Building, Room 109	X		6/27/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE June 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Center for Arts & History VIP Event	LCSC Center for Arts & History (CAH)	X		6/21/12

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2012

SUBJECT

Lumina Foundation Grant: "Credit When It's Due: Recognizing the Value of Quality Association Degrees"

BACKGROUND/DISCUSSION

The Lumina Foundation has made available a grant that facilitates the development of a "Reverse Transfer" system in which students that transfer from a Community College to a four-year institution can obtain an associate degree based in part on the work done at the 4-year institution.

STAFF COMMENTS AND RECOMMENDATIONS

The Complete College Idaho plan is targeted at increasing the number of Idahoans with a postsecondary credential. Students that have sufficient credits, but do not yet have a credential constitute one population that can be targeted without a significant increase in resources. This grant would facilitate the development of a statewide system for reverse transfer in Idaho. Participation by all of the institutions in the state would maximize the benefits of this approach and would help Idaho be competitive in the grant process. The Community Colleges have all agreed to participate as have the four-year institutions. The grant requires an MOU among all the institutions or a system-level approach. Idaho is in a unique position to be able to approach this grant from a system level.

Staff recommends approval.

BOARD ACTION

I move the Board directs Eastern Idaho Technical College, Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho to participate in the Lumina Foundation Grant to explore and implement consistent approaches to awarding associate degrees to students who transfer from community colleges to four-year institutions with the intention of earning a bachelor's degree – ("reverse back" or "reverse transfer degrees").

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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