

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

TAB	DESCRIPTION	ACTION
1	COLLEGE OF SOUTHERN IDAHO - PROGRESS REPORT	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	IDAHO PUBLIC TELEVISION - ANNUAL REPORT	Information Item
4	WORKFORCE DEVELOPMENT COUNCIL REPORT	Motion to Approve
5	UNIVERSITY OF IDAHO CEO SEARCH - STATUS UPDATE	Information Item
6	TASKFORCE FOR IMPROVING EDUCATION - STATUS UPDATE	Information Item
7	SALMON SCHOOL DISTRICT – DISTRICT SUPERVISOR APPOINTMENT	Motion to Approve
8	2013 LEGISLATIVE IDEAS	Motion to Approve
9	INSTITUTION STRATEGIC PLANS	Motion to Approve
10	BOISE STATE UNIVERSITY - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – STUECKLE SKY CENTER	Motion to Approve
11	BOISE STATE UNIVERSITY - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – CARVEN WILLIAMS COMPLEX	Motion to Approve

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12	IDAHO STATE UNIVERSITY - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES	Motion to Approve
13	UNIVERSITY OF IDAHO - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – PRE GAME EVENTS	Motion to Approve
14	UNIVERSITY OF IDAHO - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – CLUB SEATING	Motion to Approve
15	PRESIDENT APPROVED ALCOHOL PERMITS	Information Item
16	PROPOSED RULES – IDAPA 08.01.05, IDAPA 08.01.06, AND IDAPA 08.01.12, SCHOLARSHIPS REPEAL	Motion to Approve
17	PROPOSED RULE – IDAPA 08.01.09, GEAR UP IDAHO SCHOLARSHIP	Motion to Approve
18	PROPOSED RULE – IDAPA 08.01.13, OPPORTUNITY SCHOLARSHIP	Motion to Approve
19	TEMPORARY PROPOSED RULES – IDAPA 08.02.04, RULES GOVERNING CHARTER SCHOOLS AND IDAPA 08.03.01, RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION	Motion to Approve

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

College of Southern Idaho (CSI) 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 the College of Southern Idaho 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 Beck will provide a 15-minute overview of CSI's progress in carrying out the University's strategic plan.

IMPACT

The College of Southern Idaho'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.

ATTACHMENT

Attachment 1 – Progress Report - Draft

Page 3

BOARD ACTION

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

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College of Southern Idaho Progress Report



Idaho State Board of Education

June, 2013



CSI Board of Trustees



Mr. Bob Keegan
Clerk



Dr. H. Thad Scholes
Chairman



Mr. Karl Kleinkopf
Vice Chairman



Jan Mittleider
Foundation Representative



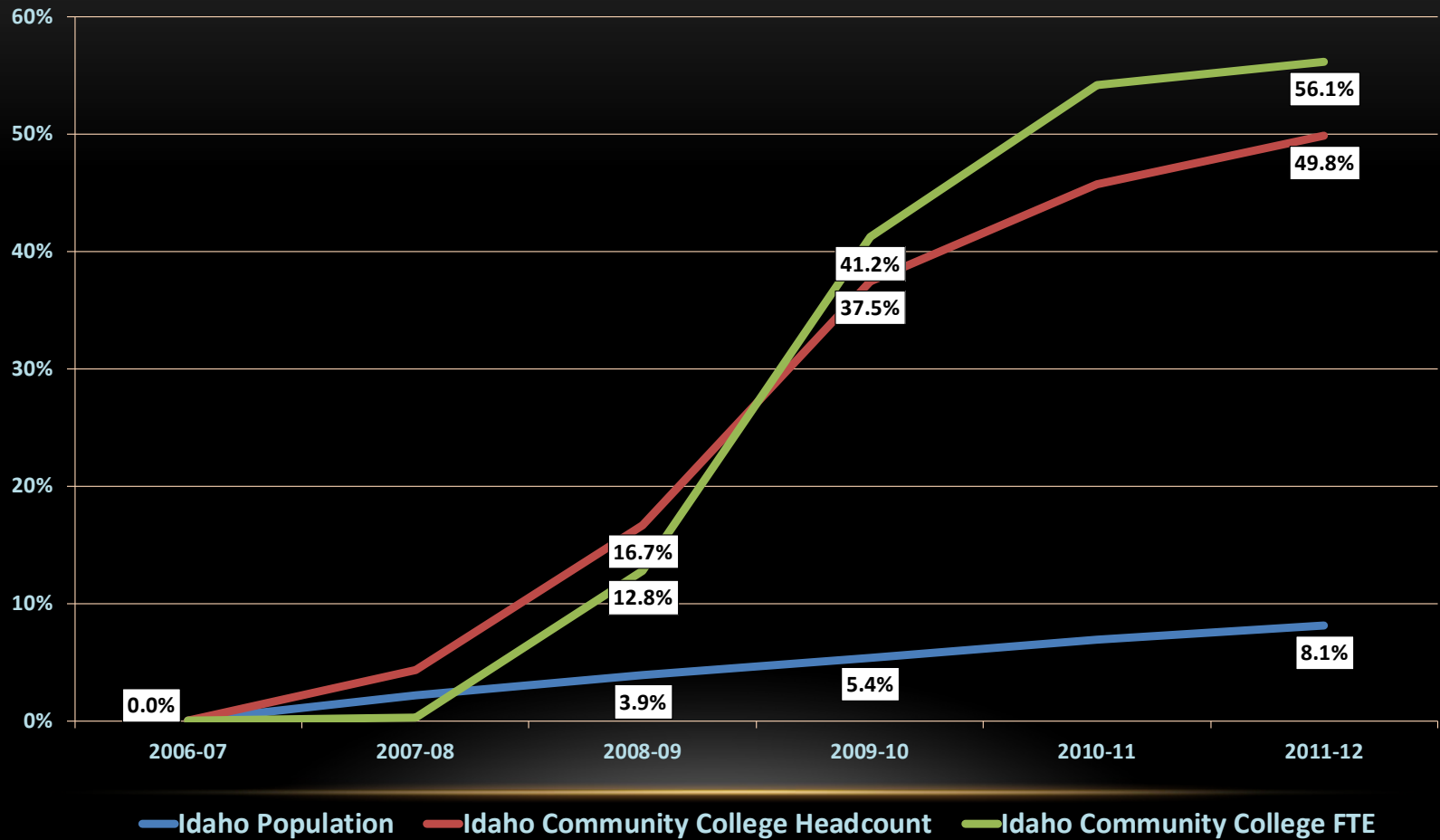
Mr. Laird Stone

- **Transfer Education:** Prepare students to successfully complete baccalaureate degrees and beyond.
- **Basic Skills Education:** Prepare students to successfully complete post-secondary courses and programs.
- **Professional-Technical Education:** Prepare students to successfully participate in the regional workforce.
- **Community Connections:** Support and promote the social, cultural and economic development of the region.



Draft

Idaho Community College Enrollment and Population Growth Since 2006

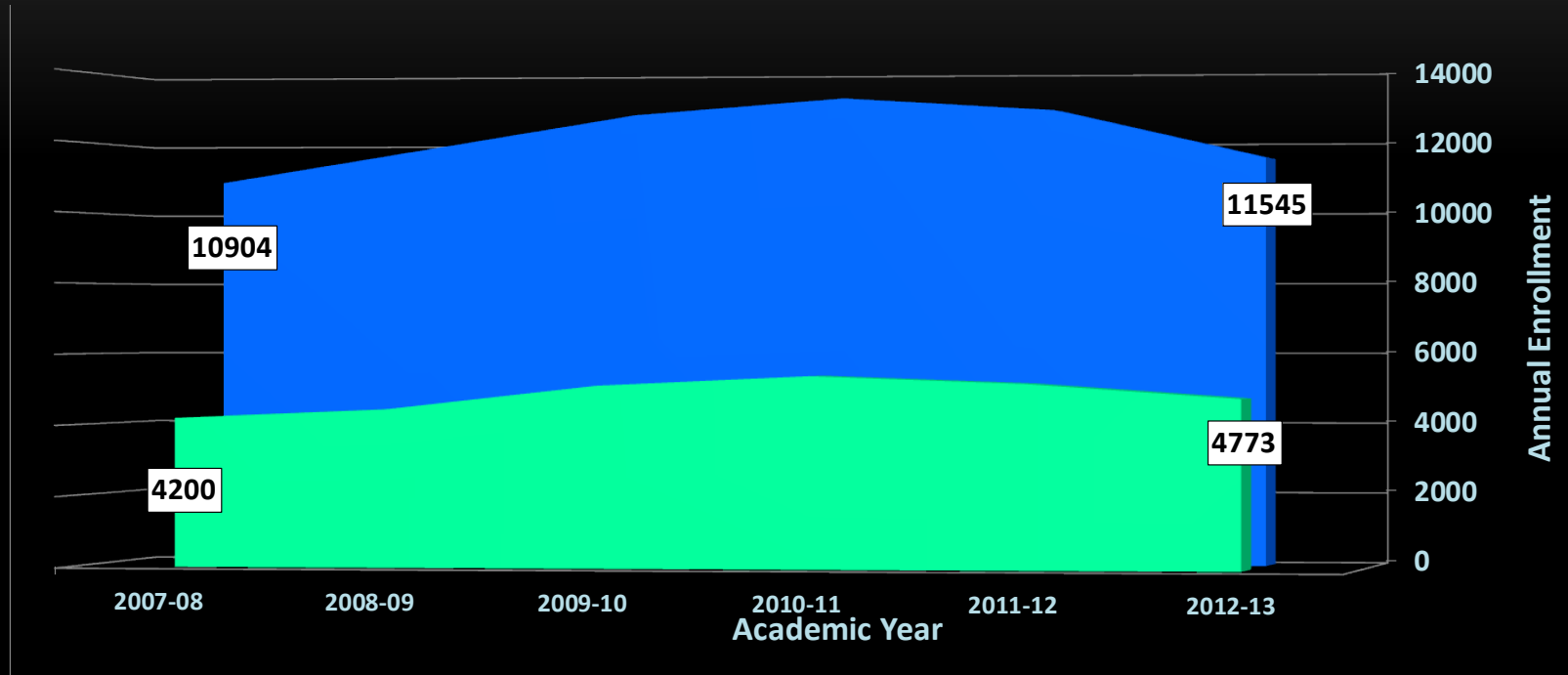


Graphic includes both Academic and Professional-Technical students.



Draft

Annual Student Headcount and FTE

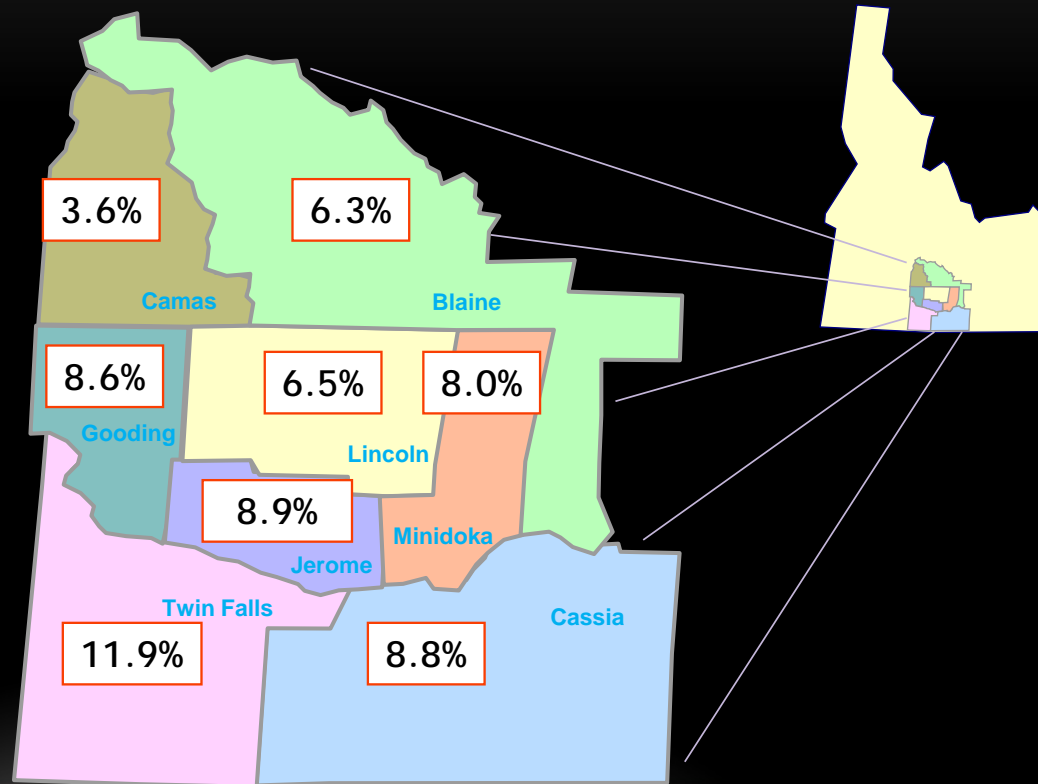


Graphic displays annual enrollment growth at CSI since 2007-08 academic year; headcount growth has been 6% and full-time equivalent growth has been 14% during that period of time.



Student Participation

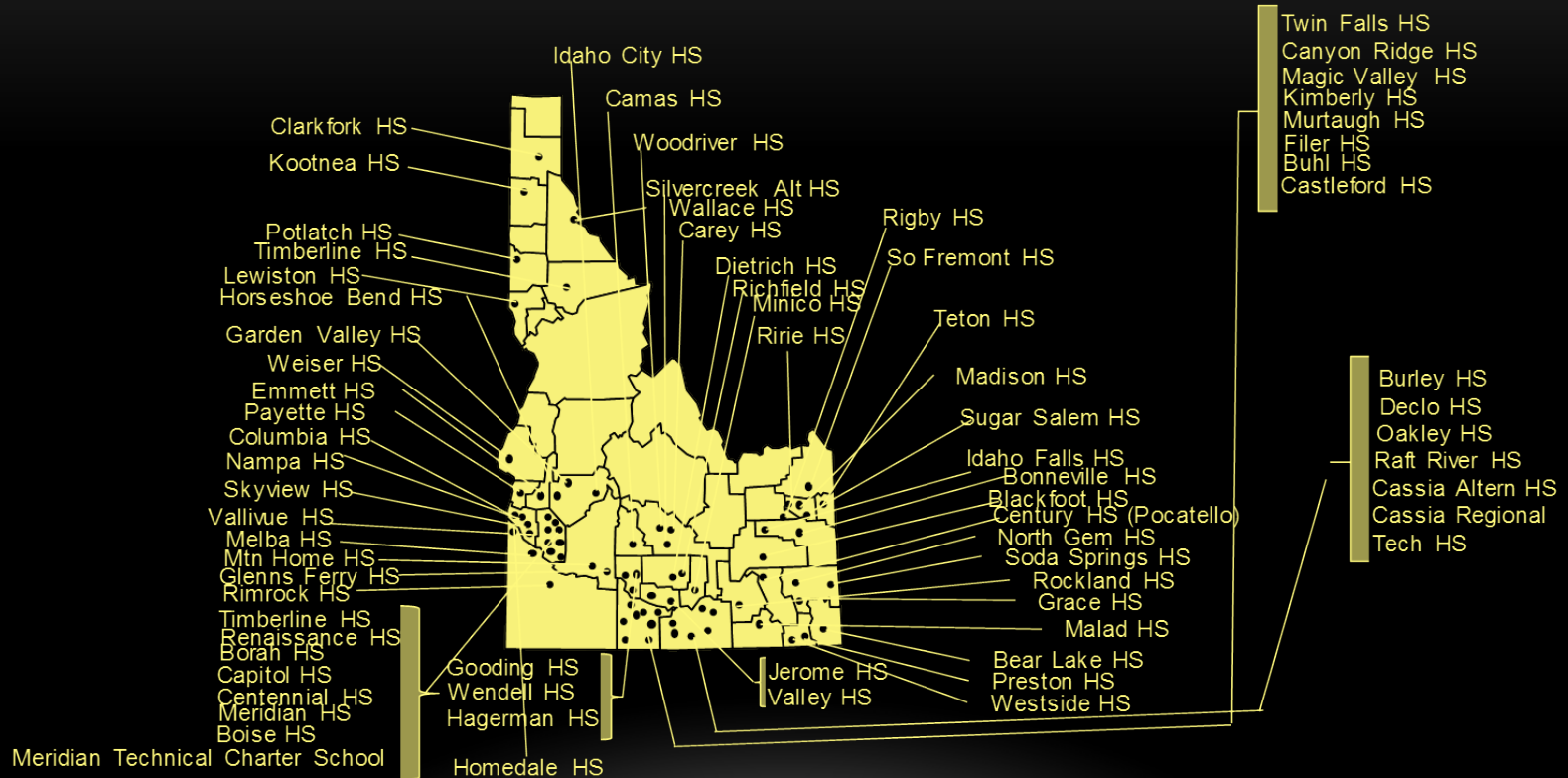
Overall, of the regional population aged 16 and older in CSI's eight-county service area, 9.6% participated in CSI coursework during the 2011 calendar year. CSI's service region is approximately the physical size of the state of Maryland.





Draft

Dual Credit Outreach



Graphic displays location of high schools served through CSI's dual credit programs over the past eight semesters.

Remediation Rate

Student Group	FY2009	FY2010	FY2011	FY2012
First-Time, First-Year Students Attending High School within Last 12 Months	74.9%	74.7%	72.3%	67.2%
All Other First-Time, First-Year Students	72.3%	75.5%	76.1%	70.1%
All Other Students	42.2%	49.0%	53.4%	52.5%



Draft

CSI Foundation Scholarships

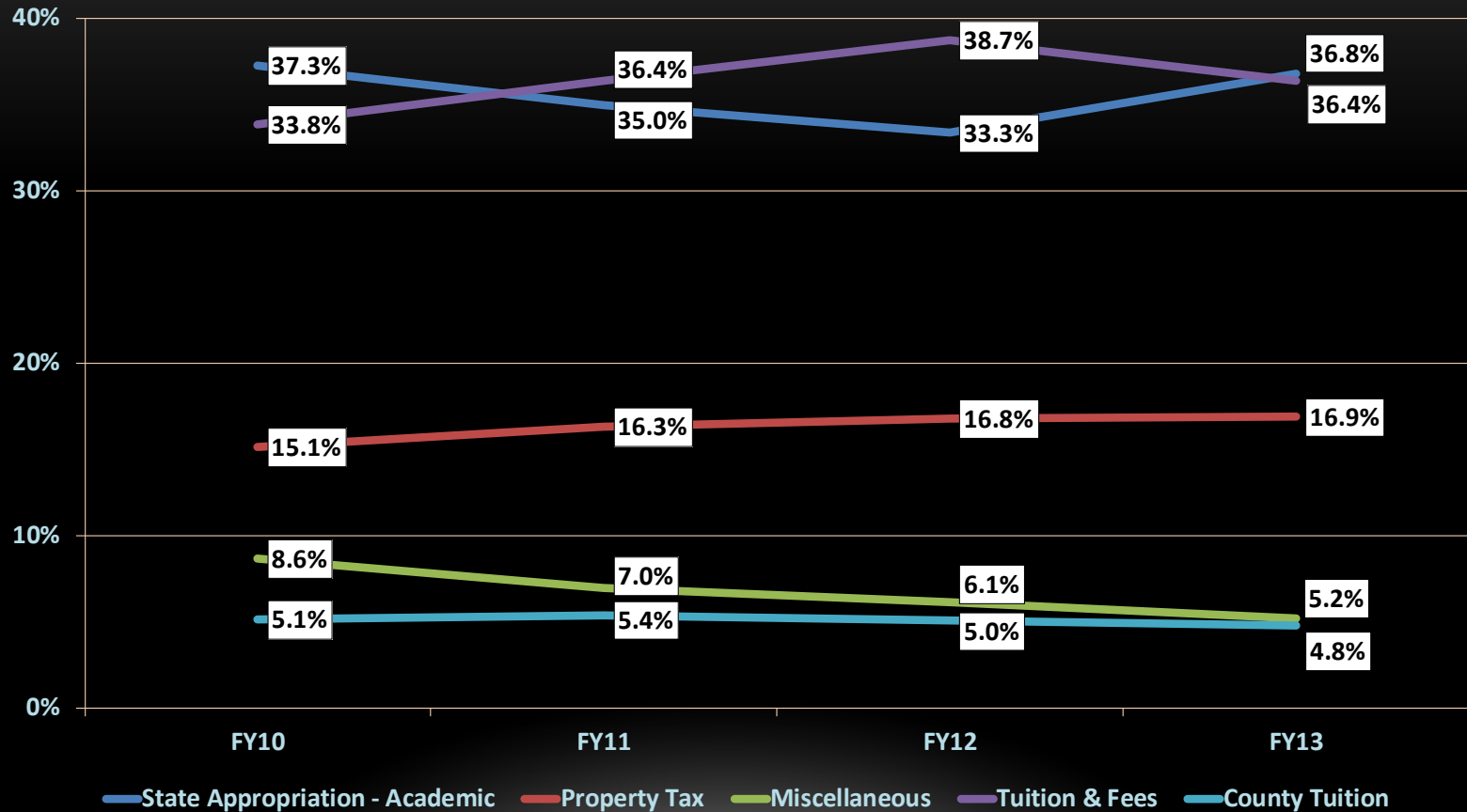


Graphic displays CSI Foundation scholarships
awarded by fiscal year since 2005.



Draft

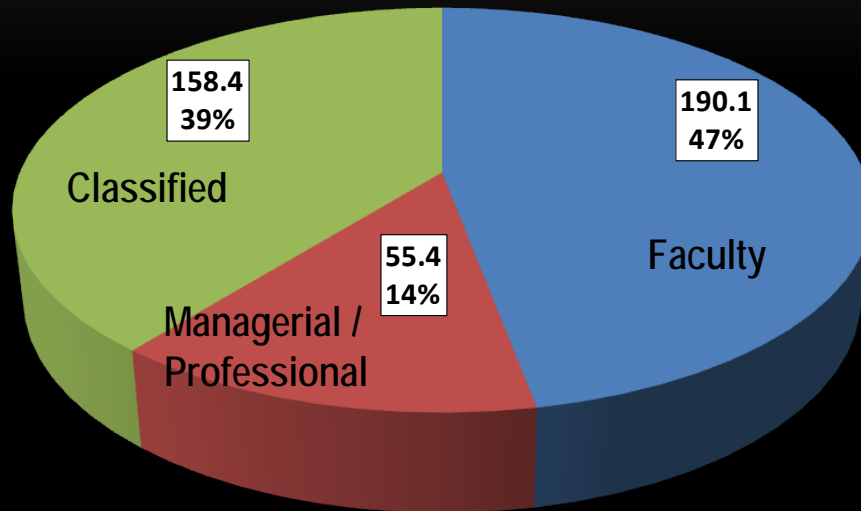
Academic Revenue Source Proportions



Graphic displays academic revenue sources since FY2010.

CSI Employee Profile

Total Employee FTE by Classification



Classification	Employee FTE		
	Academic	Technical	Total
Faculty	137.0	53.1	190.1
Managerial / Professional	52.4	3.0	55.4
Classified	140.9	17.5	158.4
Total	330.3	73.6	403.9

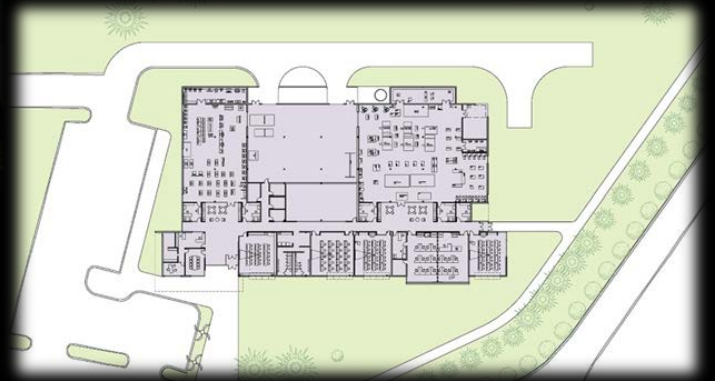


Draft

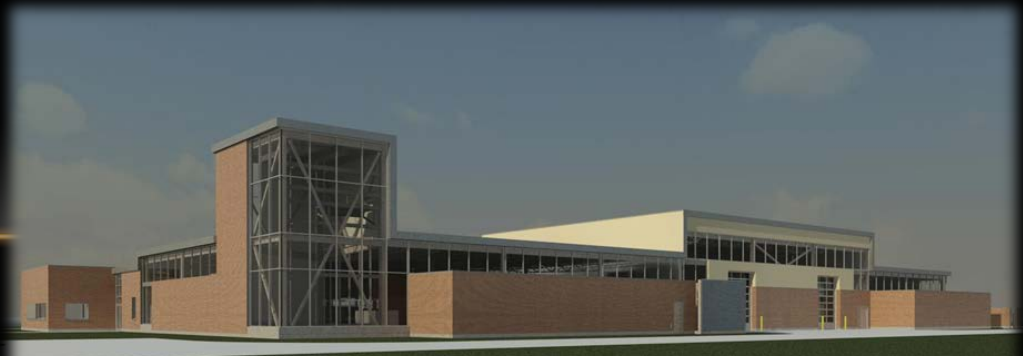
Applied Technology and Innovation Center



41, 650 sq. feet



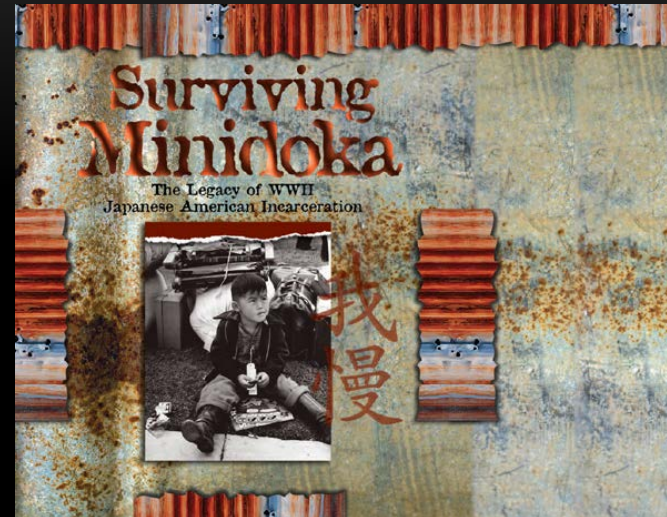
Total Cost:
\$8,519,800





Draft

Campus Accomplishments





Strategic Plan





Draft

Partnership with Sage Truck Driving School

Professional Truck Driver Training

5 Week-Day Session Available

Classes Start Weekly, Day or Evening

One-on-One Driver Training

Job Placement Assistance





Industrial Maintenance Training

- Newest addition to the Workforce Training Network.
- Also known as Millwright Training.
- Industries include food processing, manufacturing and mining.





CSI Dairy Training

- Partnership with University of Idaho Extension
- Provides successful participants with a Certificate of Completion
- 13 currently employed workers participated in a pilot Milker Certification course
- Possible future courses include Animal Welfare and Milker Training 1 and 2





Training Partnership with Chobani

- CSI has established a partnership with Chobani, America's leading Greek yogurt producer, to be the primary provider of training for the new workforce in Twin Falls
- CSI has worked with Chobani to develop a training plan with the flexibility to accommodate staff schedules and startup activity
- Initial training with the Chobani Leadership Team has begun





The students, faculty and staff
at the College of Southern Idaho
thank you for your ongoing support.

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PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Don Burnett, University of Idaho President, and incoming chair of the Presidents' Council will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents Council met on June 4th and May 7th. At the June 4th meeting, Board Member Terrill was invited to discuss the culture of alcohol use on campus and receive the preliminary update from the University of Idaho's taskforce on the subject.

At the Council's June 4, 2013 meeting major topics discussed, among others included:

- Annual President's Retreat
- UI Taskforce Update, Alcohol Use Policy
- Update on the Web Portal
- Program Prioritization Process

At the Council's May 7, 2013 meeting major topics discussed, among others included:

- Progress and next steps on alcohol issues
- Alternative Statewide Degree
- Principles of institutional business enterprises
- Voluntary Framework of Accountability
- CEC Budget Request

BOARD ACTION

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

Idaho Public Television (IPTV)

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 IPTV to provide a progress report on the agency'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.

Peter Morrill, General Manager of the Division of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

BOARD ACTION

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

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SUBJECT

Workforce Development Council Educational Attainment Task Force

BACKGROUND/DISCUSSION

A strategic goal of the Workforce Development Council (WDC) is that: Sixty percent of Idaho workers will have a degree, certificate, industry recognized credential, or apprenticeship beyond high school by 2020. While this is similar to the goal established by the Idaho State Board of Education of having sixty percent of Idahoans ages 25-34 having a degree or certificate by 2020, the WDC goal is not restricted to a specific age group and encompasses a larger potential range of individuals.

In July, 2012, the WDC established an Educational Attainment Task Force to recommend policies and strategies to the Governor and the State Board of Education to assure Idaho achieves the WDC goal.

The Task Force, comprised of members representing community colleges, four year institutions, school districts, business, industry, the Departments of Commerce and Labor, Professional-Technical Education, and the Board of Education, met to generate topics and ideas. Four subcommittees were formed:

1. Credit and Credentialing,
2. Funding Issues,
3. Industry Engagement, and;
4. System Improvement.

The subcommittees met during January and February 2013 to flesh out ideas and create a prioritized list of their top three recommendations for the full task force.

The final report is now ready for presentation to the Governor and the State Board of Education.

IMPACT

Acceptance of the report would indicate Board support of the recommendations

ATTACHMENTS

Educational Attainment Task Force Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Educational Attainment Task Force has developed eight (8) recommendations designed to increase the number of workers in Idaho who have a degree, certificate, industry recognized credential, or apprenticeship beyond high school. The credit for prior learning recommendation would be in alignment with the Board's goal 1, objective C: Adult learner re-integration, and has the potential of increasing the number of students who return to the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

educational system to complete their degrees. The education transparency metrics recommendation is in alignment with the Board's goal 3, objective B: data-informed decision making, and is the intent of the state longitudinal data system (SLDS). Additional analysis would need to be done to assure the type of data that WDC envisions being collected can, and is going to be, collected in the SLDS. The career and college counseling recommendation is in alignment with the strategies within the Complete College Idaho plan and has been identified as having the potential to advance many of the Board's goals. The credential benchmark survey has the potential to identifying what industry recognized credentials and how they can be tracked. With this information, the Board may be able to identify additional performance measures to incorporate into the Board's strategic plan that are specific to workforce needs. The career readiness tools recommendation also has the potential to lend support to many of the Board's strategic plan objectives; it may be duplicative of efforts currently taking place with the Smarter Balance Consortium assessment. One of the outcomes of the proposed assessment is that it will be able to assess not only college readiness, but also career readiness. The industry advisory committee improvement recommendation is in alignment with national best practices and has the potential of standardizing the operation of the various councils around the state. The WDTE "Industry Sector Grant" and Industry/Education Partnership Event both have the potential of helping to bring the industry sector and education together to develop meaningful partnerships. The partnerships may also be an opportunity for the institutions to collaborate rather than having their own separate Economic Summits.

The Board's deliberations would be enhanced by referring the recommendations to the appropriate Board committee for analysis and the development of any potential future action items for the Board.

BOARD ACTION

I move to refer the recommendations to the Planning, Policy and Governmental Affairs Committee for further analysis.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Educational Attainment Task Force

April 2013



Workforce Development Council

Tim Komberec, Chair • **B. J. Swanson**, Vice Chair

317 W. Main St., Boise, Idaho 83735-0510



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Executive Summary

Purpose

In 2012 the Workforce Development Council established an Educational Attainment Task Force to recommend policies and strategies to the governor and the State Board of Education to assure Idaho achieves the following goal:

Sixty percent of Idaho workers will have a degree, certificate, industry recognized credential, or apprenticeship beyond high school by 2020.

The council has established this goal to address the following critical issues:

- **Skilled Workforce = High Wage Job Growth**

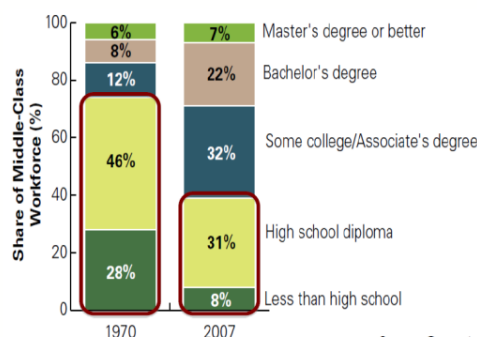
We are witnessing deep and long-term impacts from stagnant job growth. There is a direct link between expanding a skilled workforce and increasing higher wage jobs.

- **Skills Mismatch**

At the same time we have been experiencing historically high unemployment rates, a recent McKinsey Survey finds 64 percent of companies cannot find qualified applicants for management, scientific, engineering or technical positions. A National Manufacturing Institute survey finds that 67 percent of small and midsize manufacturers report moderate to severe workforce shortages, and they predict this will get worse, not better.

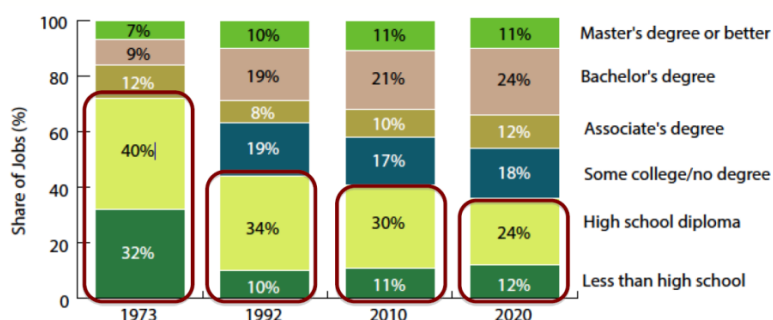
High School-Educated Workers Represent a Decreasing Share of the Middle Class

(Middle class includes all workers with annual income between \$35,000 and \$70,000)



Source: Georgetown Center on Education and the Workforce, "Career and Technical Education: Five Ways That Pay Along the Way to the B.A."

By 2020, nearly two out of every three U.S. jobs will require some postsecondary education and training.



Source: Georgetown Center on Education and the Workforce, "Career and Technical Education: Five Ways That Pay Along the Way to the B.A."

Membership

The task force was co-chaired by Tim Komberec, the president of Empire Airlines, and Bert Glandon, president of the College of Western Idaho. Task force members included 22 leaders from across the state in business, education and government.



Process

The task force's four subcommittees developed a number of recommendations and the task force decided to recommend eight. These eight recommendations were adopted by the Workforce Development Council. This report containing those recommendations will be presented to the governor and the State Board of Education for consideration and action. A brief summary of the recommendations is followed by a more detailed discussion in this task force report.

Summary of Recommendations

- **Credit for Prior Learning** - Create a statewide portfolio approval process for awarding credits based on prior learning and experience.
- **Education Transparency Metrics** - Develop, publish and deliver to students, parents and policymakers data on employment and wage outcomes of graduates by degree and by educational institution.
- **Career and College Counseling** - Support innovative and evidence-based career and college counseling programs.
- **WDTF "Industry Sector Grant"** - Establish a grant program using the state's Workforce Development Training Fund to create incentives for partnerships between employers in specific industry sectors and academic institutions to train workers for specific employment opportunities.
- **Career Readiness Tools** - Establish a team to determine if and how a career readiness tool could or should be adopted in Idaho. The team could explore 1) available tools such as ACT National Career Readiness Certification, 2) costs of adopting such tools, and 3) effectiveness in other states.
- **Industry Advisory Committees** - Improve the existing Professional-Technical Education industry advisory committees at secondary and postsecondary schools by 1) standardizing approach and guidelines and 2) assuring best practices for meaningful industry participation and influence in setting curriculum.
- **Credential Benchmark Survey** - Create and implement a survey to provide a benchmark for industry recognized credentials and details on "some college" attainment.
- **Industry/Education Partnership Event** - Create an annual Industry/Education Partnership event to better connect education and training to business needs.



TASK FORCE REPORT

PURPOSE

Background

The Workforce Development Council is established by a governor's Executive Order to oversee and coordinate federal training dollars in Idaho and to advise the governor and the State Board of Education on state workforce policy. The council has established specific goals and benchmarks to mark progress towards those goals (Appendix B). In 2012 the council established an Educational Attainment Task Force to recommend policies and strategies to the governor and the State Board of Education to assure Idaho achieves the following goal:

Sixty percent of Idaho workers will have a degree, certificate, industry recognized credential, or apprenticeship beyond high school by 2020.

The State Board of Education has established a complimentary goal: 60 percent of Idahoans age 25 to 34 will have a degree or certificate of one year or greater by 2020.

The Challenge

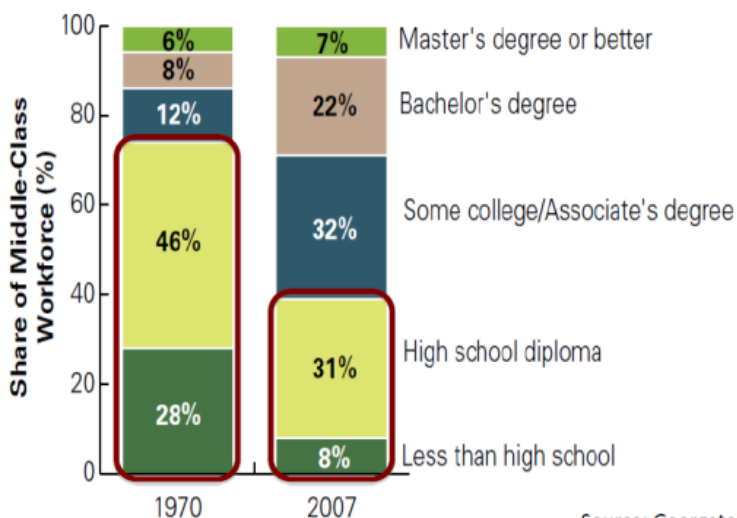
The council and state board have established these goals to address the following critical issues:

- **Skilled Workforce = High-Wage Job Growth**

We are witnessing deep and long-term impacts from stagnant job growth. There is a direct link between expanding a skilled workforce and increasing higher wage jobs. As outlined in the graph below, high school-educated workers represent a decreasing share of the middle class - those with annual incomes between \$35,000 and \$70,000. Some postsecondary training is becoming increasingly necessary for workers to obtain higher-wage jobs.

High School-Educated Workers Represent a Decreasing Share of the Middle Class

(Middle class includes all workers with annual income between \$35,000 and \$70,000)

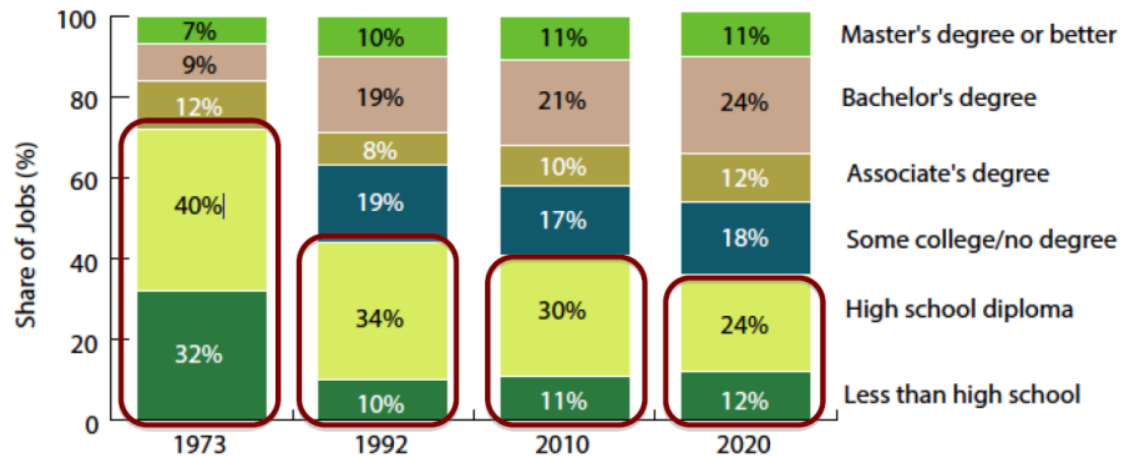




- Skills Mismatch

At the same time we have been experiencing historically high unemployment rates, a recent McKinsey Survey finds 64 percent of companies cannot find qualified applicants for management, scientific, engineering or technical positions. A National Manufacturing Institute survey finds that 67 percent of small and midsize manufacturers report moderate to severe workforce shortages, and they predict this will get worse, not better. As outlined in the graph below, by 2020 nearly two out of every three jobs in the United States will require some postsecondary education or training.

By 2020, nearly two out of every three U.S. jobs will require some postsecondary education and training.



Source: Georgetown Center on Education and the Workforce, "Career and Technical Education: Five Ways That Pay Along the Way to the B.A."



MEMBERSHIP

In selecting members to serve on the task force, the Workforce Development Council identified 22 leaders from across the state in business, education and government to assure a balanced approach.

Co-Chairs:

Tim Komberec – President, Empire Airlines and Chair, Workforce Development Council

Bert Glandon – President, College of Western Idaho

Business Members:

Margaret Henbest – Executive Director, Idaho Alliance of Leaders in Nursing

Richard Holman – Manager of Energy Workforce, Idaho National Lab

Diana Lachiondo – Executive Director, Idaho Business for Education

Jay Larsen – President, Idaho Technology Council

Bob Lokken – President, White Cloud Analytics

Jamie Jo MacMillan – Executive Director, J.A. & Kathryn Albertson Foundation

Mike Nelson – Human Resources Director, Premier Technology

Karla Robinson – Human Resource Director, High Desert Milk

Jason Ronk – Vice President, Idaho Association of Commerce & Industry

Education Members:

Steve Albiston – President, Eastern Idaho Technical College

Jerry Beck – President, College of Southern Idaho

Linda Clark – Superintendent, Meridian School District

Joe Dunlap – President, North Idaho College

Rob Lohrmeyer – Dean, Professional-Technical Programs, Lewis Clark State College

Scott Rasmussen – Dean, College of Technology, Idaho State University

Mike Rush – Executive Director, State Board of Education

Todd Schwarz – State Administrator, Division of Professional Technical Education

Government & Labor Members:

Roger Madsen – Director, Idaho Department of Labor

Jeff Sayer – Director, Idaho Department of Commerce

Rian Van Leuven – President, Idaho AFL-CIO



PROCESS

The task force held its first meeting on Nov. 14, 2012. Through a professionally facilitated process, the members brainstormed multiple ideas to increase educational attainment in the state. These ideas were organized into four broad categories and assigned to four corresponding subcommittees. Co-chairs, members and agency staff were selected to participate and support each subcommittee as outlined below:

Credit and Credentialing

Co-chairs: Richard Holman/ Rob Lohrmeyer

Members: Scott Rassmussen, Linda Clark, Karla Robinson, Aaron White

Staff: Gordon Graff, Idaho Department of Labor

Funding Issues

Co-chairs: Margaret Henbest/ Mike Rush

Members: Jay Larsen, Jerry Beck, Russ Gee, Bert Glandon

Staff: Allison McClintick, State Board of Education

Industry Engagement

Co-chairs: Bob Lokken/ Joe Dunlap

Members: Jeff Sayer, Mike Nelson, Diana Lachiondo, Tim Komberec

Staff: Dave Barnes, Idaho Department of Labor

System Improvement

Co-chairs: Jamie MacMillan/ Todd Schwarz

Members: Steve Albiston, Roger Madsen, Rian Van Leuven, Jayson Ronk

Staff: Tammy Ackerland, Division of Professional-Technical Education

The subcommittees met multiple times between December 2012 and March 2013. They developed 15 recommendations that were presented at the task force meeting on March 12, 2013. After careful consideration the task force prioritized eight recommendations.

Those recommendations were presented to the Workforce Development Council on March 13. The council reviewed each recommendation and voted to accept the eight recommendations outlined in this report. The other seven recommendations are listed in Appendix A.

The recommendations will be presented to the governor and the State Board of Education for their consideration and action. Because the council has policy oversight over the Workforce Development Training Fund, it voted to implement the recommendation to establish an Industry Sector Grant program using WDTF resources.

**RECOMMENDATION — Credit Process for Prior Learning**

Create a statewide portfolio approval process for awarding credits based on prior learning and experience.

Improve access to higher education for adults with life and work experiences

Key to meeting the economy's labor force demands is providing mechanisms for adults to obtain degrees and credentials from institutions of higher education. Many of these adults have significant knowledge gained through on-the-job experience, corporate and online training, and military service or life experience. Making it easier to incorporate those experiences into a college degree can accelerate the time to completion, motivate adults to further their education, make it easier for companies to support educational opportunities for employees and provide a better workforce. A transparent, standardized portfolio process for awarding credit would simplify the process for higher education as well as the consumer.

Strategies for implementing a portfolio process

One strategy that is already being implemented is a class in which a student could enroll and receive guidance and mentoring in completing a portfolio. The portfolio would then be submitted to a review board for assignment of credit. Involvement of industry in advisory boards and portfolio review teams would be key to keeping this process timely and up to date.

**RECOMMENDATION — Education Transparency Metrics**

Develop, publish and deliver to students, parents and policymakers data on employment and wage outcomes of graduates by degree and by educational institution.

Information critical to career decisions

Publicizing employment and wage outcomes of all graduates from Idaho public educational institutions by degree or certificate including the number and percentage of graduates who obtain employment and the mean or median salary received by those graduates, would provide critical information for individual students and workers seeking to make good career and education decisions.

Important for policy makers

This information would help educational institutions be more responsive to workforce demand and supply. By using the data to understand the number of unfilled jobs by category and the salaries expected to be attached to those jobs, policy makers could better understand the demonstrated need for various programs of study. This would help determine funding priorities among degrees, increasing and decreasing capacity based on industry demand. This metric could be coordinated with current activities by Idaho technical colleges to develop data tools on Gainful Employment. The Professional-Technical Education strategic plan calls for developing an annual or quarterly gap analysis providing information about where to commit resources and which programs to open or close.

The data could be used to develop economic scenarios based on the multiplier effects of expanding specific industry sectors, communicating to policy makers the economic impact if we develop intervention strategies that help expand specific sectors at a faster rate than our current projections indicate.

Make it easy to access

While some of this information is available now from different sources, it is critical that individuals know where to access the data. Making them accurate, easy to understand and easy to access is critical in making their use effective.

Points of distribution could include:

- High school, college and university guidance counselors;
- Multiple business, education, and government websites including Idaho's Career Information System;
- Students receiving financial aid, who would be required to sign that they have reviewed this information when making decisions on selection of majors;
- A required one-credit orientation course at every state-supported institution of higher learning; and
- Early career guidance and career exploration in grade school and junior high to create interest in the high-demand careers of the future.

***Development of data system***

The State Board of Education and Idaho Department of Labor have received federal Longitudinal Data grants and are developing the data necessary for the Educational Transparency Metric that match educational outcomes with wage and employment data. They estimate this new system will be operational by spring 2015.

An additional enhancement to this system would be requiring businesses to report hours worked by their employees with their quarterly unemployment tax filing. This would provide more accurate measurement and analyses of earnings power and wealth creation by occupation, industry and career path. Currently earnings are only reported in a lump sum per quarter. With hours attached the system could calculate earnings per hour adding significantly more value to the data.

A September 2012 study, "Career & Technical Education: Five Ways that Pay" by the Center in Education and the Workforce, Georgetown University (<http://cew.georgetown.edu/ctefiveways/>) stated:

"[I]n the interest of transparency, employers and government need to collaborate in establishing a Learning & Earning Exchange—an information system. . . The core information feedstock in developing a coherent Learning & Earning Exchange is transcript and wage record data already available, but relatively underdeveloped . . .

"Connecting these data would afford officials the ability to determine whether specific programs of study are effective in promoting positive employment outcomes, such as employment in a worker's field of study, higher wages, hours worked, and duration of employment. . . Additionally, such an exchange could show students how much it would cost them in long-term wages if they drop out of school and how much they could gain, based on their ultimate course of action. Although many states have made the connection between wage and transcript data, relatively few use the data effectively to inform current or prospective students or to encourage program accountability. . .

"By encouraging more informed decisions, transparent information systems that link wage and transcript data likely would increase graduation rates, reduce student loan defaults, lower the cost of unemployment insurance, and lower the cost of other government programs that support education and training."

**RECOMMENDATION — Career and College Counseling****Support innovative and evidence-based career and college counseling programs.*****Importance of career counseling***

Providing early career counseling for students and their families is critical to help them make good decisions. However, through no fault of their own, school counselors are increasingly spending their days handling large caseloads of students, mainly for disciplinary reasons. This debilitates the counselor's opportunity to help their students plan for the future.

Exploring different models

Recognizing that we have limited resources to expand career counseling capacity in schools with the current counseling model, this recommendation is to explore and adopt innovative models to increase our ability to meet this critical need.

Idaho should use the work done in the Albertson Foundation's "Go On Schools" and other model career development programs, which adopt the approach of "every teacher as a career counselor". This model trains and uses all teachers in daily contact and conversations with students as career mentors. The "teacher as career counselor" model facilitates a holistic career development approach in schools. The program seeks to better equip teachers with business terminology and information that will prove helpful to guiding future students. This model could fully leverage Idaho's Career Information System and the Education Transparency Metrics developed in the previous recommendation by integrating the valuable information and tools they contain into this new approach.

Business can be a crucial partner to create the linkages from the classroom to the job market for students and teachers. The Idaho Career Information System has an "Idaho Career Connect" tool that helps interested businesses effectively engage with local schools. Businesses and chambers of commerce can provide opportunities such as giving tours of their facilities, making classroom presentations and helping teachers and students understand the on-the-job application of their teaching and learning.

Proven success in other states

The Career Coaches strategy that originated in Virginia and is now active in Alabama has shown remarkable success. The go-on-to-college rate is over 80 percent among economically disadvantaged students served by career coaches in Alabama schools where it has been adopted.



RECOMMENDATION – WDTF Industry Sector Grant

Establish a grant program using the state's Workforce Development Training Fund to create incentives for partnerships between industry sectors and academic institutions to train workers for specific employment opportunities.

Goal

The goal is to tap the unused balance of the Workforce Development Training Fund administered by the Idaho Department of Labor to encourage educational institutions to build more partnerships with industry to more effectively meet industry's employee skill-shortage needs.

Proposal

Idaho public postsecondary institutions would be eligible to apply for a two-year WDTF grant of up to \$1 million if they partner with multiple businesses in a single, qualified industry sector to provide identified training to create a pipeline of skilled workers for the industry. Funds from this grant program would be awarded competitively through a periodic Request for Proposal process. The criteria and RFP guidelines would be developed along the following concepts:

- The industry partnership would be required to provide at least a 25 percent cash match;
- The current WDTF requirements of providing \$12/hour or better jobs with employer supported health benefits and selling their services or products outside the area would apply;
- Training would be provided to develop a pipeline of workers for the industry involved to help the industry expand;
- The fiscal agent for the grant would be the public school in the partnership;
- Administrative costs could not exceed 5 percent of the grant amount; and
- A labor market analysis of the industry sector would be required as part of the grant application to demonstrate the need for the training.

Advantages

This program would:

- Give industries access to workforce training resources that are targeted to meet their workforce needs while encouraging them to invest in their workforce;
- Facilitate the state's sector strategy approach by providing a financial incentive for businesses in our targeted industry sectors to build partnerships with public education to provide workforce pipelines to meet identified industry workforce needs;
- Provide a financial incentive to encourage educational institutions to be more responsive to industry training needs;
- Leverage these WDTF grants by making schools with these funds more competitive in applying for federal training grants;
- Promote the Workforce Development Council goal of growing high-wage, high-skill jobs in Idaho and increasing industry recognized credentials;
- Increase the use of currently unused WDTF resources; and
- Improve Idaho workforce skills to better attract new businesses to the state.

**RECOMMENDATION — Career Readiness Tools**

Establish a team to determine if and how a career readiness tool could or should be adopted in Idaho. The team could explore 1) available tools such as ACT National Career Readiness Certification, 2) costs of adopting such tools, and 3) effectiveness in other states.

Importance of career readiness credential

A career readiness certificate could be of significant value to employers, educational institutions at both secondary and postsecondary levels and the prospective employees. If adopted by the state, such a credential could provide a tool for employers to identify potential employees with a commonly understood set of skills and abilities. It could provide a tool for educators to understand what skills and abilities businesses are expecting from their employees as they prepare students for their future careers.

Further study needed

This recommendation would be to explore the advantages of providing a uniform measure of core competencies required for workplace success in areas such as decision making, teaming, mathematics and reading comprehension. There are currently several career readiness tools being used in various states such as the ACT National Career Readiness Certificate.

The variety and breadth of the tools available requires study to determine the effectiveness of these tools in accurately measuring the actual workforce readiness characteristics of those taking the evaluation. Such a study would culminate in a final report including:

- Implementation issues as gathered from current states, agencies and industries;
- Detailed cost of implementation;
- Perception from current users regarding effectiveness and value, including benefit analysis; and
- Analysis of current and future testing required by the state and how this tool might or might not complement these efforts.

In light of the far-reaching impact of such a system, this study should be done by a team comprised of industry representatives from different market segments common to Idaho, members from the professional-technical college leadership and the departments of Labor, Commerce, Education and the Division of Professional-Technical Education.

**RECOMMENDATION — Industry Advisory Committees**

Improve the existing Professional-Technical Education industry advisory committees at secondary and postsecondary schools by 1) standardizing approach and guidelines and 2) assuring best practices for meaningful industry participation and influence in setting curriculum.

Opportunity for meaningful industry input

Currently all Professional-Technical Education programs at public, secondary and postsecondary institutions are required to have advisory committees. The task force recognizes the good work many of these advisory committees are doing and wants to assure this industry resource is being used effectively. These committees can be a meaningful venue for industry to communicate skill needs and appropriately influence curriculum development at education and training institutions. Not all advisory committees are being used to their maximum potential.

Standardized guidelines based on national best practices

The task force recommends that standardized approaches and guidelines for meaningful industry participation in these advisory committees be developed and adopted by all public postsecondary institutions in Idaho. These guidelines should be based on national best practices.

**RECOMMENDATION — Credential Benchmark Survey**

Create and implement a survey to provide a benchmark for industry recognized credentials and details on “some college” attainment.

Missing information

Currently Idaho has data for associate degrees and above, but has limited or no data on any experience less than that, including industry recognized credentials. Those data are critical to knowing if we are succeeding in reaching our 60 percent goal. The census data provides information about how many people have “some college,” but that category includes everything from a person who took one class to a person who might have a two-year technical certificate in a specific field.

Key questions

There are three key questions that need to be answered:

- How many people hold a certificate?
- What industry credentials exist?
- What value do those certificates contribute to employability and to the economy?

Funding source

The State Board of Education and Idaho Department of Labor, each received “Longitudinal Data” grants in 2012 from the U.S. Department of Education. With this recommendation from the task force, the grant outcomes will be modified to include the development and implementation of a survey to help answer these questions.

**RECOMMENDATION — Industry/Education Partnership Event**

Create an annual Industry/Education Partnership event to better connect education and training to business needs.

Opportunity to have industry communicate workforce needs to training providers

Currently there are too few established processes or mechanisms for businesses to effectively communicate their workforce training needs to colleges and universities. While educational institutions have made worthwhile attempts to do this in the past, an annual event would help establish a “cadence” or “rhythm of business cycle” to enhance business and education participation by promoting a high-level, highly visible way to partner on workforce pipeline issues within targeted industries.

This conference would be a catalyst to ensuring Idaho’s postsecondary education system is responsive to identified business/industry workforce needs. Breakout sessions during the conference could focus on specific industry clusters or industry sectors. This would provide a regular opportunity for businesses in those industries to communicate their common workforce needs to educational and training institutions.

Next step for Project 60

The task force recommends Gov. C. L. “Butch” Otter sponsor this annual Industry/Education Partnership conference as the next step in increasing employment toward fulfilling his Project 60 goal. This high-level support would give the conference a high public visibility and ensure good participation. It further recommends that the state’s leading business organizations, industry groups and public colleges and universities be encouraged to co-sponsor the event along with the Workforce Development Council, the Department of Commerce, the Department of Labor, the State Board of Education, and the Division of Professional-Technical Education.

Additional benefits

This annual event could be used to publish and promote the use of Education Transparency metrics and gap analysis included in a previous recommendation. For example, the “Top 10 Hot Degrees” that have the most demand and highest wages in Idaho could be published for the conference. It could also highlight the economic impact of greater skill attainment by the workforce in specific occupations and promote the website where students and families can gain this information in making good career decisions.



APPENDIX A

SEVEN OTHER IDEAS FROM THE TASK FORCE

- Support current State Board of Education and Professional-Technical Education on Career Ready system improvements and Complete College initiatives in furthering the 60 percent goal.
- Increase focus on badge certification for industry skills and authentication.
- Investigate membership in the national “Pathways to Prosperity” network.
- Offer compressed-time classes and training.
- Influence regional accreditation standards and processes to streamline awarding of credits for alternative learning.
- Investigate tools to aggregate credit.
- Improve connection between districts and colleges to increase dual credit and other Advanced Learning Opportunities.

APPENDIX B

Workforce Development Council

VISION • MISSION • GOALS

VISION

Idaho will sustain a workforce development system that will produce an innovative and skilled workforce that allows business to thrive and provides economic opportunity to Idaho workers and their families.

MISSION

The Workforce Development Council, understanding the unique needs of business, workers and students, will make policy recommendations to the Governor and the Board of Education and will facilitate coordination of an integrated Idaho workforce development system.

GOALS

- | | |
|---------------|--|
| GOAL 1 | Create jobs that sustain Idaho workers and grow the economy |
| GOAL 2 | Facilitate development of an Idaho workforce that is highly skilled, committed to continuous learning and aware of opportunities available in the marketplace |
| GOAL 3 | Support a comprehensive education and workforce delivery system |
| GOAL 4 | Improve awareness of the workforce system among employers, workers, partners and policy makers and expand its use and effectiveness |

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GOAL 1 CREATE JOBS THAT SUSTAIN IDAHO WORKERS AND GROW THE ECONOMY

Measure Reduce Idaho's unemployment rate by 40 percent by 2015.

Benchmark: February 2011 Unemployment Rate* of 8.9 percent (2010 annual average: 8.8 percent)

**Idaho's official, published "Unemployment Rate" is defined as the total unemployed as a percent of the civilian labor force.*

Measure Reduce Idaho's underemployment rate by 40 percent by 2015.

Benchmark: The 2010 Underemployment Rate* was 16.4 percent.

**The "Underemployment Rate" is defined as total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons, as a percent of the civilian labor force.*

Measure Create 40,000 jobs with at least two-thirds at \$12/hour or better wage rates and health benefits by 2015.

Benchmark: Annual average number of jobs for 2010: 603,600

Measure Attain the Governor's "Project 60" goal by 2015.

Benchmark: \$53.7 billion in GDP for 2009

Strategies

- A. Align workforce and education services to business needs and priorities by adopting a "sector strategy" approach that:
 - Targets key industries
 - Builds partnership among employers, education and workforce providers
 - Identifies and addresses training needs of business
 - Leverages public and private resources
 - Establishes expansion targets for each industry
- B. Support the creation of a longitudinal data system and other initiatives to improve workforce information for critical business decision-making within targeted industries (i.e., primary care initiative, green initiative) and selected sectors (health care, advanced manufacturing, energy and technology as it relates to renewable energy, software, agri-science and health science).
- C. Promote policies for the Workforce Development Training Fund to assist with the creation of jobs and retention of Idaho's workforce.
- D. Support adoption of incentives that encourage the hiring of new employees.
- E. Engage employers to expand work-based learning opportunities such as internships, on-the-job training, work experiences and apprenticeships to improve workplace readiness and occupational skills.

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- F. Maintain a quality One-Stop Career Center system that connects employer and workers to workforce services.
- G. Encourage employers to increase hiring by promoting the Governor's "Hire One" initiative and consider opportunities for other campaigns such as a "180 Degree Turn-around Campaign" or a "Using Technology to Turn 180 Degrees" campaign that builds on Project 60, increasing the attainment of degrees and credentials for 60 percent of the workforce and reducing unemployment to 60 percent of current levels.
- H. Adopt practices such as promotion of the quality Idaho workforce to create opportunities to retain Idaho's under-employed workers.
- I. Expand opportunities for innovation and employment in emerging industries such as technology, innovation and green through the "Grow Green" sector and other initiatives.
- J. Support the efforts of the Idaho Technology Council in their development of iGEM (Idaho Global Entrepreneurial Mission) to create a more dynamic research and tech transfer infrastructure that enables the growth and success of innovation in our state by identifying and connecting resources geared toward the development, transfer and implementation of advanced technology.

GOAL 2 FACILITATE DEVELOPMENT OF AN IDAHO WORKFORCE THAT IS HIGHLY SKILLED, COMMITTED TO CONTINUOUS LEARNING, AND AWARE OF OPPORTUNITIES AVAILABLE IN THE MARKET-PLACE

Measure Increase Idaho's "go-to-college" rate, including all postsecondary education, by 30 percent by 2018.

Benchmark: Currently, 49 percent of Idaho's secondary students go to postsecondary education. *Source: National Center for Higher Education Management Systems*

Measure Reduce the need for remediation for new college entrants by 50 percent by 2020.

Benchmarks:

- Students who have been out of high school less than 12 months who need remediation – 45% (2010-2011)
- Students who have been out of high school over 12 months who need remediation - 75.7% (2010-2011)
- All other students who need remediation –54.8% (2010-2011)

Source: National Center for Higher Education Management Systems

Measure Ensure that 60 percent of Idaho workers obtain a certificate, industry recognized credential, apprenticeship or degree beyond high school by 2020.

Benchmarks:

- 2009, 30 percent of Idahoans 18 to 64 years old have an Associate's degree or more in educational attainment. *Source: American Community Survey*

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- 2009 30 percent had “some college, no degree.” *Source: American Community Survey.*

Strategies

- A. Ensure that students and adults are aware of career choices available to them:
 - 1. Make e-CIS and other career information universally available
 - 2. Provide access to trained career facilitators and counselors to assist in career decision making
 - 3. Encourage students and adults to consider careers where they are under-represented
 - 4. Expand the use of technology to train facilitators, counselors and other staff who provide guidance to students and career changers
 - 5. Expand access/awareness through career fairs, on-site or guided exploration, mentoring or other career showcase opportunities
 - 6. Utilize senior executives, trade associations and others to expand awareness of need for further learning
 - 7. Explore use of the Idaho Education Network and social media to expand awareness of careers and job opportunities
- B. Promote strategies that ensure students are college and career ready by:
 - 1. Increasing access to quality early childhood education
 - 2. Expanding access and use of technology, including the Idaho Education Network and online learning to bring a more robust range of academic and career education services to all students
 - 3. Increasing access to advanced placement, dual credits and other opportunities to encourage college attendance
 - 4. Providing a safety net to retain or return at risk students to the classroom
 - 5. Align high school graduation requirements with postsecondary entrance requirements
- C. Enhance opportunities for lifelong learning by expanding delivery options such as stackable credentials, compressed scheduling, on-line and distance learning, modularized curriculum and other alternative learning modalities.
- D. Identify and promote career pathways within occupations to enhance career options and ease transitions.
- E. Support entrepreneurial workforce expansion to spur innovation and increase employment.
- F. Expand articulation agreements to increase transitions among secondary and postsecondary programs.
- G. Increase options to integrate adult basic skills and English language training with occupational/technical training to facilitate entry of students to postsecondary education and technical training programs.
- H. Support reforms to increase skills in STEM subjects (science, technology, engineering and math) including applied academics.

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- I. Encourage students and adults to obtain continuing education by providing information and supporting such efforts as the Albertson Foundation's "Go-On" campaign.
- J. Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to a full range of information and supports to prepare for work that leads to economic self-sufficiency.
- K. Explore alternatives to improve employment rates for unemployment insurance claimants through initiatives such as a "work share" or other options.
- L. Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers.
- M. Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness.

GOAL 3 SUPPORT A COMPREHENSIVE EDUCATION AND WORKFORCE DELIVERY SYSTEM

Measure Idaho's Workforce Development System will meet or exceed program performance measures.

Measure Establish sector partnerships for each of the targeted industries (health care, technology, energy and advanced manufacturing) by 2012.

Strategies

- A. Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- B. Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- C. Continue to expand opportunities to partner with libraries, foundations and others to increase access to information and services in all communities across the state.
- D. Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.
- E. Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, child care, housing) and provide safety nets to those who are in transition in the workforce.
- F. Support bridge program development for underprepared youth and adults.
- G. Support a comprehensive educational system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.

- H. Improve the effectiveness of the workforce system through the creation of an accountability system that includes:
 - 1. Implementation of common core measures in K-12 education
 - 2. Implementation of a longitudinal data system that interfaces with the workforce system to track outcomes of Idaho student achievements and program success
- I. Identify the short and long-term implications of Idaho's aging workforce, associated pipeline issues and potential solutions.
- J. Increase the civic engagement of Idahoans in volunteer activities to ameliorate the impact of budget shortfalls in education, social services and other critical areas.

**GOAL 4 SHOWCASE THE WORKFORCE SYSTEM AMONG EMPLOYERS, WORKERS, PARTNERS
AND POLICY MAKERS LEADING TO EFFECTIVE USE OF ITS RESOURCES**

Measure Establish a measure of Idahoans who are aware of the resources available through the Workforce system.

Benchmark: The Department of Labor is conducting a survey of Idahoans during 2013 to establish a benchmark, via process measures, of awareness of the workforce system

Measure Increase the use of the *IdahoWorks* labor exchange system to list jobs by employers as a percentage of all new hires by 10 percent by 2015.

Benchmark: During calendar year 2010 employers listed 49,319 job openings within the Idaho Works system and reported 141,108 new hires during the same calendar year. This is a 34.95 percent "penetration rate" of job openings compared to new hires.

Strategies

- A. Conduct periodic surveys to assess access, awareness, perceptions and use of the workforce system.
- B. Review and report use rates of the workforce system.
- C. Develop and implement an outreach plan for the workforce system.
- D. Meet regularly with the Governor, State Board of Education and other policy makers to present progress reports and make recommendations for improvements.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

University of Idaho CEO Search – Status Update

REFERENCE

March 5, 2013 Board approved the Acting President to appoint a chair or co-chairs for a screening committee for the University of Idaho Presidency and to authorize the chair to select a screening committee.

BACKGROUND/DISCUSSION

Staff will give a brief update on the status of the Presidential Search Committee. Additionally, at their first meeting on April 19, 2013, the Presidential Search Committee for the University of Idaho raised the issue of the current residence provided by the University for the President. The Committee suggested considering renovation of the existing residence based on the age, condition, and design of the current building. While the public area of the house provides an adequate and acceptable venue for entertaining, the living quarters of the house are not desirable.

The University has worked with an architect to explore possible renovation of the existing building or a replacement with new construction. They have determined that renovation is neither feasible nor cost effective long-term.

The University has also met with the University of Idaho Foundation to discuss financial assistance the Foundation might provide for a renovation or replacement.

IMPACT

Early estimates indicate new construction to include both private living quarters and public/event space could cost as much as \$2 million (10,000 sf @ \$200/sf). The Foundation has indicated it may be able to fund construction of the private living quarters, which is approximately one-half the cost of the project.

STAFF COMMENTS AND RECOMMENDATIONS

The Presidential residence is a factor in the current search. Addressing and resolving this question before finalists for the position are interviewed will be beneficial to the search.

BOARD ACTION

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

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JUNE 20, 2013

SUBJECT

Update on the Task Force for Improving Education

BACKGROUND/DISCUSSION

The Task Force for Improving Education has met five (5) times since January to gather information and discuss ideas for improvement initiatives. In April, the Task Force held seven community forums around the state to gather feedback and suggestions from education stakeholders. Three subcommittees – Structural Change, Fiscal Stability, and Effective Teachers and Leaders – will meet in June, July, and August to further develop recommendations to be submitted to the Board and the Governor in September.

IMPACT

The Task Force recommendations may require changes to Board policy, Idaho Administrative rules, or legislative proposals.

ATTACHMENTS

Attachment 1 – List of Task Force Members

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BOARD ACTION

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

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Task Force for Improving Education
Members and Affiliation

Richard Westerberg, Chair	State Board of Education
Laurie Boeckel	Idaho Parent Teacher Association
Roger Brown	Office of the Governor
Corinne Mantle-Bromley	University of Idaho
Cheryl Charlton	Idaho Digital Learning Academy
Linda Clark	Idaho Association of School Administrators (IASA), Joint School Dist. No. 2 (Meridian)
Penni Cyr	Idaho Education Association (IEA)
Reed DeMordaunt (R)	Idaho House of Representatives
Karen Echeverria	Idaho School Boards Association (ISBA)
Ken Edmunds	State Board of Education
Wayne Freedman	ISBA Past President
John Goedde (R)	Idaho State Senate
Steve Higgins	IASA, Grangeville School District
Mary Huff ISBA,	Melba School Board Member
Teresa Jackman	IEA, Pocatello
Alex LaBeau	Idaho Association of Commerce & Industry
Mike Lanza	Idaho Parents & Teachers IPATT
Rod Lewis	State Board of Education
Bob Lokken	Idaho Business for Education
Tom Luna	Superintendent of Public Instruction
Alan Millar	Idaho Charter School Network
Phyllis Nichols	New Plymouth School District Counselor
Katie Pemberton	Coeur d'Alene School District
Roger Quarles	Idaho Leads Project
Mary Ann Ranells	IASA, Lakeland School District
Anne Ritter	ISBA, Meridian School Board
Brian Smith	IEA, Sandpoint
Geoffrey Thomas	IASA, Madison School District
Janie Ward-Engelking (D)	Idaho House of Representatives
Cindy Wilson	IEA, Meridian
Rob Winslow	IASA Executive Director

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SUBJECT

Appointment of District Supervisor

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-909, Idaho Code

BACKGROUND/ DISCUSSION

In 2006, Section 33-909, Idaho Code established the Public School Facilities Cooperative Funding Program. The intent of the program is to: 1) provide an ongoing means of providing funds for the purpose of assisting school districts to fund repair and replacement of unsafe school facilities; 2) establish an ongoing School Facilities Cooperative Funding Program whereby the state initially funds the total cost of repair and replacement that school districts are unable to fund themselves; and 3) establish within the Office of the State Board of Education the Idaho Public School Facilities Cooperative Funding Program panel.

The panel consists of the administrator of the Division of Building Safety, the Division of Public Works, and the Executive Director for the State Board of Education. The panel is assigned the duty of considering all applications made to the fund and to either approve, modify, or reject an application based on the most economical solution to the problem (as analyzed over a projected twenty (20) year timeframe). Applications may be submitted to the panel by any school district that has failed to approve at least one (1) or more bond levies for the repair, renovation, or replacement of an existing unsafe facility within the two years preceding submission of the application; or by the administrator of the Division of Building Safety for a school district that has failed to address identified unsafe facilities as provided in Chapter 80, Title 39, Idaho Code. Once the panel approves the application, the community is given another opportunity to approve a bond. If this bond fails, then the provisions for state funding of the local building are implemented including the State Board of Education appointing a district supervisor to supervise the entire project.

The Salmon School District submitted an application to replace the buildings due to imminent safety hazards. The District had run three failed bond elections within a two-year period. The panel found that the District had indeed met the conditions specified in Idaho Code for the fund and unanimously approved an amended application submitted by the District. The amendments limited the scope of the project to replacing the roofs of both the elementary and middle schools. The amount approved by the Panel was \$3.6M. The District then held a fourth bond election for that amount, which failed. Consequently, the panel met June 5, 2013, to certify the results of the bond election and discuss the selection of a District Supervisor to be recommended to the Board.

ATTACHMENTS

Attachment 1 – Dave Teater Proposal
Attachment 2 – Project Assumptions

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Dave Teater as the Salmon School District Supervisor and to authorize the Executive Director to negotiate and sign a contract with the District Supervisor on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

JUNE 20, 2013

**Teater Consulting, LLC**
Educational Specialists

May 24, 2013

Dr. Mike Rush, Executive Director
Idaho State Board of Education
Len B. Jordan Building
650 W. State Street
Boise, ID 83720-00952

Dr. Rush:

On behalf of Teater Consulting, I am pleased to submit this proposal in response to your request for assistance in the management of the upcoming facility improvement project for the Salmon School District. Teater Consulting looks forward to the prospect of participating in this significant project. The submission of this proposal for Teater Consulting may well be the only one showing expertise and experience in all the necessary skill areas needed. Our team has successful experience in all these areas: school administration, project management, construction management, fiscal management, school board relations, and public relations. We are the only firm to successfully perform as a district supervisor in a similar Idaho project.

We understand how critical the project management and construction management activities are as you approach the upcoming capital improvement project. We will make this project a high priority within our office. During my professional career as a school superintendent, I served as the owner's representative in seven major school construction projects. As an educational consultant and school facility planner, I have been involved in over 180 school improvement projects in 25 states. As a result, I'm very familiar with the leadership requirements. Therefore, the State Board and the School Repair Fund Committee will find our understanding of the project and our experience make Teater Consulting ideally suited to perform these services for you.

I view construction projects through the eyes of an educational practitioner and school facility planner, recognizing that all work must be carried out cooperatively with District personnel, the community, and the design team. Because I have spent a majority of my career as a school administrator, I know that resources and budgets are not unlimited. Therefore, my approach to the project has been developed in a thoughtful and fiscally responsible manner. In the end, I want our work to stand up to your high expectations, and for you to know that you received fair value for the tax dollars spent. To that end, I will be personally involved in project management from the beginning until the end of all close-out activities.

I look forward to hearing from you on this important project. Please call me at (208) 818-0357 if you have any questions or comments about the proposal.

Sincerely

A handwritten signature in cursive script that reads "David Teater".

David Teater
Teater Consulting, LLC

8128 N. Stone Haven Dr.
Hayden, ID 83835
208-818-0357
dave@teaterconsulting.com



IDAHO STATE BOARD OF EDUCATION

Proposal for the Management of the Salmon School District Capital Improvement Project



May 24, 2013



Teater Consulting LLC
8128 N Stone Haven Dr.
Hayden, ID 83835

Section 1. Company Profile

- Firm Description and History
- Qualifications and Capabilities
- Philosophy, Independence, and Objectivity
- Availability and Capacity
- Knowledge of Local Conditions

***Section 2. Representative Projects
and Project Approach***

- Project Management and Approach
- Representative Projects
- Draft Work Plan

Section 3. Professional Team

Section 4. Fee Proposal

Section 5. Reference and Resumes



SECTION 1 – COMPANY PROFILE

Name of Firm

Teater Consulting LLC
8128 N. Stone Haven Dr.
Hayden, ID 83835

Telephone

208-818-0357

Contacts

David Teater, President
dave@teaterconsulting.com

Firm Description and History

Teater Consulting, LLC is a regional educational consulting firm specializing in educational facilities planning and project management. The majority of its services are in project management, the development of educational specifications, facilities master planning, educational facility assessments, and concept plan development. Teater Consulting was established in 2007 by Mr. Dave Teater after nine years as a managing partner in two facility planning firms – one regional and one national. He brings 27 years of school administration experience and nearly 180 successful client engagements in 25 states over the past 15 years.

“Dave has lead teams of educators, business partners, and patrons through complex processes and provided a “cool head” when difficult issues arose. With such a broad range of professional knowledge and his interpersonal skills, Dave provides the necessary leadership to his fellow educators and to the community as a whole.”

*- Fred Forrer, Former CEO
MGT of America*

Qualifications and Capabilities

Dave Teater, the owner of Teater Consulting, has personally managed scores of school improvement projects, guided over 60 school districts as they created long range facility plans, developed over 53 educational specifications for school districts around the United States, and participated in over 40 school facility improvement audits. Much of Teater Consulting’s work has been in Idaho and the Pacific Northwest. Teater Consulting served as the “district supervisor” for the Idaho State Board of Education in the construction of the new Lakeside Elementary School in Plummer, Idaho. As part of that project, Mr. Teater provided “boots on the ground” suggestions to the School Repair Fund Committee on how to further improve the management of similar projects in the future.



Philosophy, Independence, and Objectivity

With a deep background in education, the Teater Consulting prides itself on its ability to understand the realities and complexities of facility planning and project management. Working closely with administrators, educators, and community members characterizes our projects and is the core of our service philosophy. As a result, Teater Consulting will, from day one, understand many of the unique challenges, terminology, workplace issues and other aspects necessary to make your projects successful. Often, the elements of solutions can be found by listening carefully.

Our firm recognizes the sensitive nature of client projects and the events leading to the request for proposals for services. In order for the final work products to be credible, all work must be carried out objectively and with close communications to the State and District. Teater Consulting guards itself against undue influence from anyone outside the team.

Availability and Capacity

Dave Teater, who will lead the project management team, is available during the scheduled time frame to complete the required tasks. Jim Christensen, who has a deep background in school construction and school construction funding in Idaho and the Pacific Northwest, will assist in the more technical aspects of construction management. Contracted analysts and clerical help are also available if needed. The firm is fully cognizant of the necessity to be on-site for interviews, other field work, and presentations. Even though analytical work, editing, and writing, are typically done in off-site offices, both Mr. Teater and Mr. Christensen are readily available by phone and email during those times.

“I found Dave's work to be of such quality that I employed him as an expert witness in a global school finance trial in Wyoming. Several years ago, the state was sued in a multi-billion dollar action which challenged, among other things, the system by which school facilities were built in the state. Dave was instrumental in the state ultimately prevailing in that litigation.”

*- Mike O'Donnell, State's Counsel
School Finance and Facilities
Cheyenne, Wyoming*

Knowledge of Local Conditions

Mr. Teater and Mr. Christensen both grew up in small, tightly-knit communities and have worked in numerous small, rural school districts. We understand many of the dynamics of small communities, their governance systems, and the pride they take in their independent thinking. Our proven success in small community school improvement projects makes us uniquely qualified.



SECTION 2 – REPRESENTATIVE PROJECTS AND PROJECT APPROACH

Project Management and Approach

Teater Consulting believes a successful project depends on establishing clear expectations for building users, designers, and financial managers, in order to manage

“The process began with much apprehension and suspicion on the part of the faculty. Dave handled this apprehension very well. He was calm and open. The faculty was very pleased to have someone listen to their needs and incorporate their expert opinions into the plans. The process ended with excitement and trust.”

*- Dr. Vera McCrink
Dean, College of Western Idaho
(Presently Associate Administrator,
Division of Professional Technical
Education, ID)*

the project and achieve high expectations. The firm applies these fundamental concepts of successful project management that includes a concise work plan, clearly assigned responsibilities, a common vision of the final product, frequent communications between team members, and periodic progress meetings with the client. Schedules and timelines are monitored and updated as needed.

The project approach is based on years of experience conducting similar projects for school districts around the country. Although Teater Consulting proposes to

independently represent the State of Idaho in this school facility improvement project, our project approach emphasizes cooperation and collaboration with the State, the District, the various State and local jurisdictions involved, the design professionals, and the construction team.

Representative Projects

- Idaho State Board of Education, Program and Project Management Services
- Lake Washington School District, Redmond WA, RFQ for Project Management Services
- Seattle Public Schools, Seattle, WA, Capital Projects Management Review
- Spokane Public Schools, Spokane, WA, Capital Projects Management Review
- Wyoming School Finance Litigation Div., Cheyenne WY, Statewide Capacity Study
- Central Valley School District, Greenacres, WA, Enrollment and Capacity Analysis
- Tonasket School District, Tonasket, WA, Facility Assessment and Planning
- Ocosta School District, Westport, WA, Facility Planning and Assessment
- Pendleton School District, Pendleton, OR, Facility Planning and Assessment
- Walla Walla Skills Center, Walla Walla School District, Walla Walla, WA, Educational Specifications and Funding
- Brewster School District, Brewster, WA, Facility Planning and Assessment



- Seattle Public Schools, Seattle, WA, Master Planning
- Anacortes School District, Anacortes, WA, Facility Assessment and Facility Planning
- Goldendale School District, Goldendale, WA, Facility Space Utilization Analysis
- College Place Public Schools, College Place WA, Facility Plan Update
- Chehalis School District, Chehalis, WA, Facility Assessment and Facility Planning
- Central Valley School Dist., Greenacres, WA, Facility Planning & Attendance Zones
- College of Western Idaho, Nampa ID, Facility Planning and Assessment
- West Valley School District, Kalispell MT, Long Range Facility Planning
- Southeast (WA) Area Educational Cooperative Skills Center Pre-Design Study
- Othello School District, Othello WA, Long Range Facility Planning
- Walla Walla Public Schools, Walla Walla WA, Grade 9-12 Long Range Facility Plan
- Norfolk Public Schools, Norfolk VA, Long Range Facility Plan
- Bigfork School District, Bigfork MT, Long Range Facility Plan
- North Idaho College, Coeur d'Alene ID, Site Selection Study
- Anne Arundel County Public Schools, Annapolis MD, Long Range Facilities Plan
- Lake Pend Oreille School District, Sandpoint ID, Long Range Facility Plan Update
- College Place Public Schools, College Place WA, Long Range Facilities Plan
- Clarke County School District, Athens GA, Long Range Facilities Plan
- North Idaho College, Coeur d'Alene, ID, Facility Planning/Educational Specifications
- Coulee-Hartline School District, Coulee City, WA, Facility Planning
- Walla Walla Public Schools, Walla Walla, WA, Facility Planning
- Wyoming State School Facilities Commission, Cheyenne, WY, Facilities Planning
- Nebraska Public Schools, Lincoln, NE, Comprehensive District Master Plan
- Wyoming Department of Education, Cheyenne, WY, Facilities Planning
- Metropolitan Board of Public Educ., Nashville, TN, Comprehensive Facilities Plan
- Idaho State Division of Professional Education, Boise, ID, Educational Specifications
- Head Start Program, Nashville Public Schools, Nashville, TN, Facilities Planning
- Moscow School District, Moscow, ID, Facility Planning
- Whitefish School District, Whitefish, MT, Facilities Planning
- Lake Pend Oreille School District No. 84, Sandpoint, ID, Facilities Planning
- Indianapolis Public Schools, Indianapolis, IN, Facilities Master Planning
- Wallace School District, Wallace, ID, Facilities Long-Range Planning
- Melba School District, Melba, ID, Facilities Long-Range Planning
- Athena-Weston School District, Athena, OR, Facilities Long-Range Planning
- Riverbend Consortium, Post Falls, ID, Feasibility Study
- Harney County School District, Burns, OR, Facilities Long-Range Planning
- Morrow County School District, Irrigon, OR, Facilities Long-Range Planning
- Lake Pend Oreille School District, Sandpoint, ID, Facility Planning
- Lewiston School District, Lewiston, ID, Facilities Long-Range Planning
- Moscow School District, Moscow, ID, Facilities Long-Range Planning
- Milton-Freewater School District, Milton-Freewater, OR, Facilities Long-Range Planning
- Grant County School District, John Day, OR, Facilities Long-Range Planning
- Ronan School District, Ronan, MT, Facilities Long-Range Planning



- Kellogg School District, Kellogg, ID, Facilities Long-Range Planning
- Avery School District, Avery, ID, Facilities Long-Range Planning
- Chariho School District, Chariho, RI, Facilities/Financing Planning
- Hermiston School District, Hermiston, OR, Facilities Long-Range Planning

Draft Work Plan

Teater Consulting has developed a detailed draft work plan that complies with most project requirements and is typically adapted prior to the commencement of work.

1.0 Project Start

Purpose: To help create a shared understanding of the project and how the project will meet the owner's objectives. It provides an opportunity for modifications to the work plan, schedule, and deliverables. It ensures ongoing communication with the State designated representative.

- 1.1 Meet with the State designated representative to establish working relationships, determine lines of communication, and finalize contractual arrangements.
- 1.2 Make logistical arrangements for the project and future on-site visits.
- 1.3 Perform ongoing program management including informing the project director of open issues throughout the project via periodic verbal and email communication and conference calls. In addition, perform contract management, invoicing and other logistical issues.
- 1.4 Review the handling and storage of project work papers with the designated representative and subsequently with the project team.
- 1.5 Obtain pertinent reports and background materials relevant to the project from the district.

Deliverables: Revised organizational chart, work plan and schedule

2.0 Data Gathering and Management Interviews

Purpose: To obtain and review exiting data, reports, agreements, contracts, requirements, and processes.

- 2.1 Gather existing data and reports.
- 2.2 Gather budgets
- 2.3 Gather hazmat and geotechnical reports
- 2.4 Examine standard agreements & family of contracts, general conditions of construction, and general requirements
- 2.5 Develop an interview schedule to include:
 - 2.5.1 State Board of Education representatives



- 2.5.2 IPSFCFP members
- 2.5.3 State Department of Education accounting and finance staff
- 2.5.4 Salmon Board of Trustee members
- 2.5.5 Salmon Administrators
- 2.6 Conduct interviews with A/E firm, staff, and consultants
- 2.7 Review interview information with the State designated representative, and conduct follow-up interviews as necessary.

Deliverables: Summary of Interviews

3.0 General Administration and Supervision

Purpose: To assist the State and District with overall management, development, execution, coordination, and administration of the construction program.

- 3.1 Interface and communicate with State staff, District personnel, and contractor staff.
- 3.2 Interface and communicate with representatives of outside organizations.
- 3.3 Periodically, informally assess the effectiveness of communication for 3.1 and 3.2 above.
- 3.4 Assist the State staff, District personnel, and contractors in identifying lines of authority, organization and communication to effectively manage the program.
- 3.5 Assist the State staff, District personnel, and contractors in evaluating and revising current procedures and developing new procedures as necessary.
- 3.6 Tabulate, compile and review expenditures associated with the program based on information provided by State staff, District personnel, and contractors.
- 3.7 Assist the District personnel in the management, supervision, oversight, and evaluation of performance of the separately hired architectural/engineering (A/E) firms.
- 3.8 Assist the District personnel in the management, supervision, oversight, and evaluation of performance of the separately hired specialty consultants.

“Dave has outstanding compassion for learning and student achievement. He knows the global education expectations and he is well prepared to be excellent counsel for transforming school systems into true learning centers for today and for tomorrow’s students.”

*- Jerry House, Superintendent (Retired)
Whitefish School District, MT*



- 3.9 Assist the District personnel in the management, supervision, oversight, and evaluation of performance of the separately contracted general contractors.
- 3.10 Assist the State's and District's Risk and Safety Manager to head off potential problems/risk management including digitizing of archival documents.
- 3.11 Review activities with the State designated representative and adjust as necessary.

Deliverables: NA

4.0 Planning: Drawings and Budget

Purpose: To use the existing documentation to identify the facility and site layout in conceptual form and to identify the costs necessary to accomplish the work identified in the conceptual drawings.

- 4.1 Review the process for selection of an A/E firm, including developing lists of potential firms, developing selection criteria, preparing and transmitting requests for qualifications, and conducting interviews. Repeat the process if necessary. (See Assumptions for the Work Plan.)
- 4.2 Assist the District in the preparation and review of a contract with the A/E firm.
- 4.3 Assist the A/E firm in the preparation of drawings that address the facility needs for the schools based on the data gathered in previous studies .
- 4.4 Assist the A/E firm in refining the concept drawings based on discussion and input from appropriate State and District personnel.
- 4.5 Present the final concept drawing to the appropriate State and District personnel.
- 4.6 Assist the A/E firm in the review of existing building cost information using local historical data and the R.S. Means cost estimating publication.
- 4.7 Assist the A/E firm in the preparation of a detailed line item cost estimates for the conceptual drawing.
- 4.8 Based on discussions with the A/E firm, State staff, and District staff develop an opinion of probable costs to construct the project, including site and soft costs.
- 4.9 Share the cost estimate report with the State designated representative and appropriate District leaders.

Deliverables: Drawings and Cost Estimate Report



5.0 Schedule Development

Purpose: To develop a project schedule that conforms to State requirements.

- 5.1 Identify software used by the A/E firm for use in coordinating and maintaining schedules that document the sequence and time frame for each project and/or bid package;
- 5.2 Assist the A/E firm to develop and maintain an updated task matrix for each project
- 5.3 Assist the A/E firm in the development of a preliminary detailed project implementation schedule and critical dates list. Typical activities include, but are not limited to:
 - 5.3.1 Programming
 - 5.3.2 Pre-Design Analysis meeting
 - 5.3.3 Geotechnical exploration & recommendations
 - 5.3.4 Surveying
 - 5.3.5 Design phases
 - 5.3.6 State and District review and approvals
 - 5.3.7 Permitting requirements
 - 5.3.8 Phase estimates and reviews
 - 5.3.9 Advertisement, bidding, evaluation and award
 - 5.3.10 Early bid packages
 - 5.3.11 Construction Notice to Proceed
 - 5.3.12 Substantial Completion
 - 5.3.13 Occupancy Permit
 - 5.3.14 Move-In
 - 5.3.15 Close-out
- 5.4 In conjunction with the State designated representative, finalize the schedule and share it with appropriate District leaders.

Deliverables: Task Matrix and Schedule

6.0 Construction Management

Purpose: To coordinate and supervise the construction manager in those related areas of planning, design, procurement, schedule, construction, and post-construction activities.

- 6.1 During the planning phase:
 - 6.1.1 In cooperation with the A/E firm, consultants, and general contractor, meet with local jurisdictions and service groups as owner representative during design;



- 6.1.2 In cooperation with the A/E firm, consultants, and general contractor, assist with selection of testing, geotechnical, traffic studies, surveying, asbestos abatement, consultants, etc.
- 6.2 During the design phase:
 - 6.2.1 In cooperation with the A/E firm, consultants, and general contractor, assist with the development of schedules.
 - 6.2.2 Conduct periodic progress meetings between the District, the A/E firm, and others. These meetings shall serve as a forum for the exchange of information regarding the project and a review of the design progress.
 - 6.2.3 If requested by the State and District, compile and convey the State and District review comments to the A/E firm.
- 6.3 During the procurement phase:
 - 6.3.1 Conduct a telephone and correspondence campaign to attempt to increase interest among qualified bidders.
 - 6.3.2 Assist the District in preparing and placing notices and advertisements to solicit bids for the project.
 - 6.3.3 In conjunction with the District and A/E firm, attend pre-bid conferences. These conferences shall be forums for the District and A/E firm to explain the project requirements to the bidders, include information regarding schedule requirements, time and cost control requirements, access requirements, District administrative requirements, and technical information.
 - 6.3.4 Receive from the A/E firm a copy of all addenda; review addenda for effect on the project budget, schedule, and for clarity and coordination in documentation.
 - 6.3.5 Assist the District in bid opening and evaluation of bids for responsiveness and price; make recommendations to the District concerning the acceptance or rejection of bids, including alternate bid prices.
 - 6.3.6 Conduct a post-bid conference to review contract award procedures, schedule, and project staffing, and other pertinent issues.
 - 6.3.7 In consultation with the District and A/E firm, participate in a pre-construction conference to review project reporting procedures and other rules.
- 6.4 Time and Schedule Management
 - 6.4.1 On a monthly basis, review with the contractor the progress of construction, and evaluate the percentage complete of each construction as indicated in the contractor's construction schedule. This review will compare actual progress compared to scheduled progress and shall serve as the basis for progress payments to the contractor. Further, this review shall serve as input into the periodic



- construction schedule report that shall be distributed to the State, District, A/E firm, and contractor.
- 6.4.2 As necessary, recommend the District require the contractor to prepare and submit a recovery schedule as specified in the contract documents.
- 6.5 During the construction phase:
- 6.5.1 In cooperation with the A/E firm, consultants, and general contractor, conduct periodic on site construction observations.
- 6.5.2 Periodically conduct coordination meetings at the project site with each contractor and the A/E firm.
- 6.5.3 Review the minutes (prepared by the A/E firm) from the coordination meetings and report any errors.
- 6.5.4 Review the status of shop drawings, test reports, samples and other documents that have been submitted to and received from other entities.
- 6.5.5 In cooperation with the A/E firm, consultants, and general contractor, track project expenditures and budgets.
- 6.5.6 In cooperation with the A/E firm, consultants, and general contractor, participate in the change order process.
- 6.5.7 In cooperation with the A/E firm, consultants, and general contractor, prepare and present monthly status reports to the State and District, including schedule and financial updates.
- 6.5.8 Receive from the contractor, all maintenance and operations manuals, warranties and guarantees for materials and equipment installed in the project. These materials shall be reviewed for completeness and forwarded to the A/E firm for copying and delivering to the District.
- 6.5.9 In cooperation with the A/E firm, consultants, and general contractor, assist the District with owner provided furnishings and equipment procurement (if required), and installation (if required).
- 6.5.10 In cooperation with the A/E firm, consultants, and general contractor, keep necessary records related to the construction project.
- 6.5.11 Review and approve the A/E firm's determination that the project and contractor's work is substantially complete. Review and approve the A/E firm's list of incomplete work or work that does not conform to the requirements of the contract documents, such list to be attached to the certificate of substantial completion.
- 6.5.12 Review and approve the A/E firm's determination of final project completion and provide to the State and District a written recommendation regarding final payment to the contractor.



- 6.6 During the post-construction phase:
 - 6.6.1 In cooperation with the A/E firm, consultants, and general contractor, participate in close-out and commissioning activities (if applicable), including warranties.
 - 6.6.2 Prior to final completion of the project, review and approve the A/E firm's indexed binders of manufacturer's maintenance and operations manuals, warranties and guarantees, and certificates to be delivered to the District.
 - 6.6.3 Assist the A/E firm's efforts in obtaining an occupancy permit by coordinating final testing, preparing and submitting final documentation to governmental agencies and accompanying governmental officials during inspections of the project.
 - 6.6.4 Coordinate an 11-month, on-site warranty review with the District and A/E firm to document work to be completed or corrected by the contractor.
 - 6.6.5 Prepare and deliver to the District, final project accounting and close out reports.
 - 6.6.6 Prepare and deliver to the Panel, summary report upon completion of project.

Deliverables: Periodic progress reports, Schedules, Budget reports

7.0 Financial Management

Purpose: To provide staff with the development of processes that provide cost control and timely, accurate measurement and reporting of expenditures.

- 7.1 Help establish overall budgets, hard costs, and soft costs.
- 7.2 Assist with the tracking of overall project budgets and costs with the State fiscal team, the District's fiscal team, and the A/E firm/engineering team.
- 7.3 Supervise the preparation of periodic summaries of program revenues and expenditures.
- 7.4 Review current budget information and assist the State and District in refining its overall program budget, including fees, permits, etc.
- 7.5 Assist the District in revising budgets to reflect actual expenditures and to reallocate available funds as necessary.
- 7.6 Assist the District in maintaining all records for the annual audit.
- 7.7 Assist in the management of grants, rebates etc., from public agencies and utilities, etc. associated with the capital project.
- 7.8 Share the fiscal reports with the State designated representative, the State Panel, and appropriate District leaders.

Deliverables: Periodic fiscal reports



8.0 Communications

Purpose: To actively convey project information to the public through a variety of means.

- 8.1 Communicate to the different stakeholders through:
 - 8.1.1 Media contacts
 - 8.1.2 Regularly scheduled Board meetings
 - 8.1.3 District newsletters
 - 8.1.4 Project-related ad hoc committees
 - 8.1.5 Other informative options as they become available
- 8.2 Share communications with the State designated representative as appropriate.

Deliverables: Media reports, minutes, newsletters, etc.

Throughout the process identified above, Teater Consulting believes that it has a duty to look for opportunities to make the building more efficient and cost-effective. If there are opportunities to reduce costs through effective and efficient use of space, they will be identified and shared with the State.



SECTION 3 – PROFESSIONAL TEAM

PROFESSIONAL TEAM

Project Director: Mr. J. David Teater. Mr. Teater has 42 years of experience as a classroom teacher, counselor, principal, assistant superintendent, superintendent, consultant, and educational planner for schools. Mr. Teater served as a principal and

“Dave Teater’s understanding and insights into all aspects of educational specifications allow him the authority to help my district move in new directions so that we keep our community and staff knowledgeable about what classrooms and teaching should look like in the twenty-first century.”

- Dr. Richard Carter
Superintendent (Retired)
Walla Wall Public Schools

superintendent in small rural schools as well as an administrator in larger school systems. He has taught graduate classes on school facilities, school finance, curriculum development, learning theory, and supervision at Albertson College and the University of Idaho. He has extensive experience in working with parents, staff, students, teachers, administrators, school boards and citizen advisory committees. He was Chairman of both the State Legislative Committee and the Executive Development Committee for the Idaho Association of School Administrators. Mr.

Teater served as the State Executive Director for Project Leadership, a school executive renewal program, and was awarded the Distinguished Service Award by the Idaho Association of School Administrators.

Consultant: Mr. Jim Christensen.

Mr. Christensen retired several years ago from a 36 year career in the architectural profession the past 12 years as President of a regional architectural firm. Almost all of his experience is in the PK-12 facility planning and design arena in the states of Washington, Idaho, Oregon and Montana. Jim has a deep understanding of design standards and has developed scores of product specifications. His consulting business is focused on various aspects of educational facilities including Study and Survey reports, OSPI funding analysis, facility planning, value engineering, project management, and other related aspects of facility

“We have had an outstanding working relationship with Jim Christensen for almost 15 years. The thing that stands out in his work with the District is his responsiveness to our needs and concerns. Through every stage of the process, from educational specification to construction oversight, he has listened and incorporated our input into his work.

We highly recommend him to you for your school construction project.”

- Dr. Peter Ansingh
Superintendent (Retired)
West Valley School District



development. His long career and established record of successful projects in the inland northwest region are the foundation of his successful practice. Serving as either the principal in charge or project architect on scores of projects has prepared Jim in the art of managing and working collaboratively with small groups, school boards and consultant teams. This experience provides Jim with a large resource pool of design professionals from which to draw as needed to add specialty expertise to the project.

SECTION 4 –FEE PROPOSAL

Teater Consulting is pleased to present this cost proposal for the consulting services proposed in Section 2 of this proposal. Our total fee to complete the entire project is \$74,940. This includes all expenses and overhead. Expenses include travel, postage, telephone, copying, and other miscellaneous expenses. Our professional fees include personnel costs, fringe benefits, and insurance.

SECTION 5 –REFERENCES AND RESUMES

References

Judi Sharrett, Superintendent
Plummer-Worley School District
1157 E Street
Plummer, ID 83851
208-686-1621

Dr. Richard Carter (Retired)
Walla Walla School District
2141 School Lane
Walla Walla, WA 99362
509-520-6123

Doug Nichols, Director
Construction Services Group
2500 NE 65th Avenue
Vancouver, WA 98661-6812
360-750-7500

Gina Bullis, Assistant Superintendent
Othello School District
615 East Juniper Street
Othello, WA 99344
509-488-2659

Dr. Jerry Gee
Gee Consulting
2627 Packsaddle Drive
Coeur d'Alene, ID 83815
208-755-0732

Dr. Pam Veltri, Superintendent
Medical Lake School District
West 116 Third Street
Medical Lake, WA 99022-0128
509-565-3100

Michael O'Donnel, State's Counsel
School Finance and Facilities
Herschler Building, First Floor East
Cheyenne, Wyoming 82002
307-777-8935

Dan Murray, Assistant Superintendent
Wapato School District
212 W 3rd St
Wapato, WA 98951
509-877-4181



J. DAVID TEATER

Educational Specialist

EDUCATION

Educational Specialist, University of Idaho, 1986
M. Ed., Idaho State University, 1977
B.A., University of Montana, 1973

RANGE OF EXPERIENCE

Mr. Teater has 42 years experience as a classroom teacher, counselor, principal, assistant superintendent, superintendent, consultant, and educational facility planner for schools. He has had direct supervisory responsibility for eight major construction or renovation projects and has provided long-range school facility planning services to dozens of school districts. Mr. Teater taught graduate classes on curriculum development, learning theory, supervision, and school finance at Albertson College of Idaho and the University of Idaho. He is a stalwart advocate of public education and is a frequent speaker at conferences and workshops in a variety of local and state level venues. Some of the educational services Mr. Teater provides are long-range facility planning, educational specifications, enrollment projections/forecasting, financial services, and energy management services. He has extensive experience in working with parents, staff, students, teachers, administrators, school boards, and citizen advisory committees.

PROFESSIONAL AND BUSINESS HISTORY

Educational Consultant and School Facility Planner, January 2007 to present
MGT of America, Principal, April 2002–December 2006; Sr. Associate, December 2000–March 2002
The Matrix Group, Partner, Educational Specialist and School Facility Planner, 1997–2000
Assistant Superintendent for Finance, Coeur d'Alene School District, 1990–1997
Superintendent, Filer School District, 1987–1990
Elementary Principal, Filer School District, 1980–1987
School Counselor and Special Services Director, Filer School District, 1974–1980
Elementary Teacher and Principal, Fauquier, British Columbia, 1970–1973

PRESENTATIONS AND PUBLICATIONS

Presented at the 63rd Annual Conference of the National School Boards Association on "Capital Planning & Energy Conservation—An Approach to Maintaining Your District's Fiscal Integrity."

HONORS AND AWARDS

State of Idaho Head Start – 2010 Corporate Volunteer of the Year
Distinguished Service Award, Idaho Association of School Administrators, 1996

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CURRENT AND PAST PROFESSIONAL AFFILIATIONS

Idaho Standard Elementary
Idaho Pupil Personnel Services
Idaho Elementary Principal
Idaho Superintendent
American Association of School Administrators, Member
Idaho Association of School Administrators, Member
Idaho School Superintendent's Association, Member
Association of School Business Officials International, Member
Council of Educational Facility Planners, International, Member
Association for Supervision and Curriculum Development, Member
President of the Fourth District Elementary Principals Association
President of the Idaho Society of Individual Psychology
Chairman of the Idaho Association of School Administrators' Legislative Committee
Chairman, Idaho Association of School Administrators' Executive Development Committee
Region I representative on the Superintendent's Finance Committee
State Director for Project Leadership

Representative Projects:

Planning

- Central Valley School District, Greenacres, WA, Enrollment and Capacity Analysis
- Tonasket School District, Tonasket, WA, Facility Assessment and Planning
- Ocosta School District, Westport, WA, Facility Planning and Assessment
- Pendleton School District, Pendleton, OR, Facility Planning and Assessment
- Walla Walla Skills Center, Walla Walla School District, Walla Walla, WA, Educational Specifications and Funding
- Brewster School District, Brewster, WA, Facility Planning and Assessment
- Seattle Public Schools, Seattle, WA, Master Planning
- Anacortes School District, Anacortes, WA, Facility Assessment and Facility Planning
- Goldendale School District, Goldendale, WA, Facility Space Utilization Analysis
- College Place Public Schools, College Place WA, Facility Plan Update
- Chehalis School District, Chehalis, WA, Facility Assessment and Facility Planning
- Central Valley School District, Greenacres, WA, Facility Planning and Attendance Zones
- College of Western Idaho, Nampa ID, Facility Planning and Assessment
- West Valley School District, Kalispell MT, Long Range Facility Planning
- Southeast (Washington) Area Educational Cooperative Skills Center Pre-Design Study
- Othello School District, Othello WA, Long Range Facility Planning
- Walla Walla Public Schools, Walla Walla WA, Grade 9-12 Long Range Facility Plan
- Norfolk Public Schools, Norfolk VA, Long Range Facility Plan
- Bigfork School District, Bigfork MT, Long Range Facility Plan
- North Idaho College, Coeur d'Alene ID, Site Selection Study
- Anne Arundel County Public Schools, Annapolis MD, Long Range Facilities Plan
- Lake Pend Oreille School District, Sandpoint ID, Long Range Facility Plan Update
- College Place Public Schools, College Place WA, Long Range Facilities Plan
- Clarke County School District, Athens GA, Long Range Facilities Plan
- North Idaho College, Coeur d'Alene, ID, Facility Planning/Educational Specifications

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- Coulee-Hartline School District, Coulee City, WA, Facility Planning
- Walla Walla Public Schools, Walla Walla, WA, Facility Planning
- Wyoming State School Facilities Commission, Cheyenne, WY, Facilities Planning
- Nebraska Public Schools, Lincoln, NE, Comprehensive District Master Plan
- Wyoming Department of Education, Cheyenne, WY, Facilities Planning
- Metropolitan Board of Public Education, Nashville, TN, Comprehensive Facilities Plan
- Head Start Program, Nashville Public Schools, Nashville, TN, Facilities Planning
- Moscow School District, Moscow, ID, Facility Planning
- Whitefish School District, Whitefish, MT, Facilities Planning
- Lake Pend Oreille School District No. 84, Sandpoint, ID, Facilities Planning
- Indianapolis Public Schools, Indianapolis, IN, Facilities Master Planning
- Wallace School District, Wallace, ID, Facilities Long-Range Planning
- Melba School District, Melba, ID, Facilities Long-Range Planning
- Athena-Weston School District, Athena, OR, Facilities Long-Range Planning
- Riverbend Consortium, Post Falls, ID, Feasibility Study
- Harney County School District, Burns, OR, Facilities Long-Range Planning
- Morrow County School District, Irrigon, OR, Facilities Long-Range Planning
- Lake Pend Oreille School District, Sandpoint, ID, Facility Planning
- Lewiston School District, Lewiston, ID, Facilities Long-Range Planning
- Moscow School District, Moscow, ID, Facilities Long-Range Planning
- Milton-Freewater School District, Milton Freewater, OR, Facilities Long-Range Planning
- Grant County School District, John Day, OR, Facilities Long-Range Planning
- Ronan School District, Ronan, MT, Facilities Long-Range Planning
- Kellogg School District, Kellogg, ID, Facilities Long-Range Planning
- Avery School District, Avery, ID, Facilities Long-Range Planning
- Chariho School District, Chariho, RI, Facilities/Financing Planning
- Hermiston School District, Hermiston, OR, Facilities Long-Range Planning

Educational Specifications

- Ocosta School District, Westport, WA, Educational Specifications (New Elementary)
- College Place School District, College Place, WA, Educational Specifications (two schools)
- Wapato School District, Wapato, WA, Educational Specifications (High School)
- Seattle Public Schools, Seattle, WA, Educational Specifications
- Othello School District, Othello WA, Educational Specifications (New Elementary)
- Medical Lake School District, Medical Lake WA, Educational Specifications
- Plummer-Worley School District, Plummer ID, Educational Specifications
- Norfolk Public Schools, Norfolk VA, K-8 Educational Specifications
- College of Western Idaho, Nampa, ID, CTE Educational Specifications
- West Valley Yakima SD, Yakima WA, 9th Grade Center Educational Specifications
- West Valley School District, Yakima WA Educational Specifications
- St. Anthony Tri-Parish School, Casper WY, PK-9 Educational Specifications
- Norfolk Public Schools, Norfolk VA, Center for Continuous Learning Educ. Specifications
- Nine Mile Falls SD, Nine Mile Falls WA, Educational Specifications (Nine Mile Falls ES)
- Nine Mile Falls SD, Nine Mile Falls WA, Educational Specifications (Lake Spokane ES)
- Othello School District, Othello WA, Educational Specifications (3 ES Renovations)
- Othello School District, Othello WA, Middle School Educational Specifications
- Wyoming School Finance Litigation Division, Cheyenne WY, Analysis Space Guidelines
- Coulee-Hartline School District, Coulee City WA, Educational Specifications
- Wyoming School Finance Litigation Div., Cheyenne WY, Excess Square Footage Study

- Moses Lake School District, Moses Lake, WA, Educational Specifications (CTE School)
- Whitefish School District, Whitefish MT, Middle School Educational Specifications
- West Valley Public Schools, Yakima WA, High School Educational Specifications
- Clarke County School District, Athens GA, Long Range Facilities Plan, Ed. Specs.
- Metropolitan Nashville Head Start, Nashville, TN, Educational Specifications
- Wahluke School District, Mattawa, WA, Educational Specifications
- Echo School District, Echo, OR, Educational Specifications
- Whitefish School District, Whitefish MT, Educational Specifications
- Kittitas School District, Kittitas, WA, Educational Specifications
- Wyoming School Facilities Commission, Cheyenne, WY, Educational Specifications
- Echo School District, Echo, OR, Educational Specifications
- Whitefish School District, Whitefish, MT, Educational Specifications
- Medical Lake School District, Medical Lake WA, ES Educational Specifications
- Ronan Middle School, Ronan, MT, Educational Specifications
- Davenport School District, Davenport, WA, Educational Specifications
- Moses Lake School District, Moses Lake, WA, Educational Specifications
- Coeur d'Alene School District, Coeur d'Alene, ID, Educational Specifications
- Idaho State Division of Professional Education, Boise, ID, Educational Specifications
- White Pine School District, Ely, NV, Educational Specifications
- Walla Walla School District, Walla Walla, WA, Educational Specifications
- Clarkston School District, Clarkston, WA, Educational Specifications
- Stanfield School District, Stanfield, OR, Educational Specifications
- Granger School District, Granger, WA, Elementary Educational Specifications
- Granger School District, Granger, WA, Middle School Educational Specifications
- Granger School District, Granger, WA, High School Educational Specifications
- Medical Lake School District, Medical Lake, WA, High School Educational Specifications
- Post Falls School District, Post Falls, ID, High School Educational Specifications
- Umatilla School District, Umatilla, OR, High School Educational Specifications

Functional Adequacy Assessments

- (Nearly all Facility Planning projects listed above included functional adequacy assessments.)
- Oroville School District, Oroville, WA, Facility Assessment
- Wyoming School Finance Litigation Div., Cheyenne WY, Statewide Capacity Study
- Ft. Worth Independent School District, Ft. Worth TX, School Size Efficiency Study
- Wyoming School Facilities Commission, Cheyenne WY, School Facilities Assessment
- Wyoming School Facilities Commission, Cheyenne WY, Facility Assessment
- Wyoming Legislature Service Office, Cheyenne, WY, Functional Adequacy
- Wyoming Department of Education, Cheyenne, WY, Functional Adequacy
- Wyoming Legislature Service Office, Cheyenne, WY, Functional Adequacy
- Wyoming Department of Education, Cheyenne, WY, Functional Adequacy
- Legislative Service Office, Cheyenne, WY, Functional Adequacy
- Parkrose School District, Portland, OR, Facilities Assessment

Other Projects

- Moorcroft School District, Moorcroft, WY, Value Analysis (Educational)
- Seattle Public Schools, Seattle, WA, Capital Projects Management Review
- Spokane Public Schools, Spokane, WA, Capital Projects Management Review
- Spokane Public Schools, Spokane, WA, Custodial Services Management Review
- Coleman Engineering, Numerous WA School Districts, Value Analysis (Educational)

J. DAVID TEATER
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- Idaho State Board of Education, Program and Project Management Services
- Lake Washington School District, Redmond WA, RFQ for Project Management Services
- Lake Washington School District, Redmond WA, Capital Projects Management Review
- State of Wyoming, Educational Components of Value Engineering
- MGT of America, Tallahassee FL Staff Development Plan
- Idaho County School District, Grangeville ID, School Deconsolidation Plan
- Idaho Division of Prof. Technical Education, Boise ID, Tech Prep Articulation Study
- Albertson's Foundation, Boise ID Technology Planning for Student Information System
- Idaho School Boards Associations, Boise, ID, Project Director School Board Training
- Washington Department of Transportation, Olympia, WA, Business Process Mapping
- Whitepine School District, Deary, ID, Deconsolidation Plan
- Fremont County School District, St. Anthony, ID, Demographic Study
- Bonner County School District, Priest River, ID, Deconsolidation Plan



M. James Christensen

EDUCATIONAL BACKGROUND

WASHINGTON STATE
UNIVERSITY, BACHELOR
OF ARCHITECTURE, 1974

WASHINGTON STATE
UNIVERSITY, B.S.
ARCHITECTURAL
STUDIES, 1974

REGISTRATION:

CERTIFICATE, NCARB

LICENSED ARCHITECT
IN THE STATES OF
IDAHO, WASHINGTON,
OREGON, MONTANA, AND
WYOMING.

PROFESSIONAL EXPERIENCE:

ACUMEN
2010 TO PRESENT

ARCHITECTS WEST
1977 TO 2010

GESSEL-SMITH-MOSMAN
1974 - 1977

ORGANIZATIONS:

CEFPI, COUNCIL
OF EDUCATIONAL
FACILITY PLANNERS
INTERNATIONAL, REFP

Mr. Christensen recently retired from a 36 year career in the Architectural Profession. Much of his experience is in the PK-12 facility Planning and Design arena, in the states of Washington, Idaho, Oregon and Montana. Acumen Enterprises is a consulting business focused on various aspects of Educational Facilities. Areas of emphasis will be Study and Survey reports, Facility Planning, Value Engineering, Project Management, and other related aspects of Facility development.

Representative Projects with Acumen:

Lakeside Elementary School, Project Management, Plummer, ID
Goldendale School District, Pre-Bond Planning, Goldendale, WA
College of Western Idaho, Facilities Planning, Nampa, ID
Woodland High School, Conceptual Design, Woodland, WA
CSG - ESD 112, Facilities Planning/Cost Estimating, WA
Spokane District 81 Facilities Department, Management Review, Spokane, WA
Deer Park School District, Study & Survey, Deer Park, WA
CSG - ESD 112, Value Engineering, WA
Wapato High School, Conceptual Design, Wapato, WA

Representative Architectural Projects:

Medical Lake School District Study & Survey, Medical Lake, WA
West Valley 9th Grade Center Modernizations, Yakima, WA
McFarland Middle School Additions & Modernizations, Othello, WA
Lutacaga Elementary School Additions & Modernizations, Othello, WA
Davenport School District Study & Survey, Davenport, WA
Almira-Coulee-Hartline School Repairs, Hartline, WA
West Valley High School, Yakima, WA
Nine Mile School District Pre-Bond, Nine Mile Falls, WA
Chewelah School District Study & Survey, Chewelah, WA
Okanogan School District Study & Survey, Okanogan, WA
Wahluke High School, Mattawa, WA
Central Middle School, Whitefish, MT
Michael Anderson Elementary School, Medical Lake, WA
Ronan Middle School, Ronan, MT
University of Idaho FMO/AES/PD Complex, Moscow, Idaho
Kellogg High School Modernization & Sunnyside Elementary, Kellogg, ID
Medical Lake High School Modernization, Medical Lake, WA
Sharpstein Elementary School, Walla Walla, WA
Riverside Middle & Elementary Schools Modernization, Riverside, WA
Lakeside Middle School, Nine Mile Falls, WA
Frontier Middle School, Moses Lake, WA
West Valley Middle School, Yakima, WA
Wilson Middle School, Yakima, WA

State of Idaho - District Supervisor Salmon School District Capital Project Assumptions for the Work Plan and Cost

The work plan and budget for this project were developed with several key assumptions about the project. Changes to these assumptions may impact both the methodology and project costs. I welcome the opportunity to meet with the State's Project Manager to review these assumptions, validate or adjust them based on more complete information, and adjust the work plan and/or budget accordingly. Below, I present our assumptions. – Dave Teater

General:

1. The scope of work is limited to the issues identified in Tasks #1 through #8. Some tasks will be conducted concurrently, when possible.
2. All products from this project (for example, interview questions, draft reports, etc.) will become the property of the District. The State may have copies of all products upon request.
3. The State has the right to review and reject any staff proposed for or assigned to this engagement.
4. The State and District will provide timely access to necessary documents, personnel, and explanations of data if needed.
5. For any project work that must be conducted on-site, in the State's offices, or the Salmon School District, project staff will be provided with workspace and access to a photocopier, telephone, and internet connection.

Project Manager:

6. The State will assign its own Project Manager to this engagement. This person will function as the single point of contact for the project, and coordinate and facilitate the flow of information and communication between the State Panel and State Board and me.

Meetings:

7. I will meet monthly with the Project Manager to discuss project status.
8. On-site meeting rooms, associated equipment, and refreshments will be arranged for, and used at the expense of, the Salmon School District.
9. I will attend monthly project update meetings with State and District. When practical, meetings and follow-up communications may be conducted via phone, video conferencing, and/or email.
10. The Consultant team assigned to this project under the work plan will meet periodically with design and/or construction professionals. When practical, meetings and follow-up communications may be conducted via phone, video conferencing, and/or email.

Data:

11. I will rely on district Fiscal Year 2013 data (FY 2012 if FY 2013 is not available).

Timeline and Schedule:

12. The District Supervisor and consultant's construction manager will not provide full-time on-site construction observations.
13. Delays in the project start date or changes in the deliverable requirements may result in changes to the proposed project schedule.
14. My timeframe for this project is based on the assumption that the State has a clear concept of the functional requirements for data collection, planning, design, analysis, reporting, and construction. If this is not the case, then the Project Manager will need to reevaluate and adjust the timelines accordingly.

Travel:

15. All expenses incurred by me and my project team are included in the contract amount, including travel and operating expenses.
16. The project amount assumes one project initiation meeting, 11 monthly meetings with the State Project Director, 12 District Supervisor on-site visits, 10 consultant construction manager on-site visits, 4 Panel/SBOE meetings, 12 District Board meetings, and one close-out visit.

Reports:

17. I will provide monthly written project status reports if requested.
18. Design professionals will conduct and/or supervise inspections and provide reports.

Terms:

19. Costs associated with the following project expenditures will be borne by the State and/or District are not included in this work plan's budget: legal publications and notices not directly associated with legal project procurement practices, material and meeting translation services (e.g., English to Spanish); facility rentals; travel costs for the State's or District's staff/committee members, including transportation, lodging, and food; meeting refreshments; audio/visual services; other meeting support equipment.
20. Costs associated with the following will be borne by the State and/or District and are not included in this work plan's budget: (a) re-bidding or re-RFQ costs, (b) costs associated with legal disputes (court, depositions, mediation, arbitration, or legal dispute efforts), (c) District operational issues outside the scope of this construction project, and (d) architect and/or general contractor contract termination costs. Additional fees associated with the above will be assessed at \$120 per hour plus expenses.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Legislative Ideas - 2014 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.
June 2012	The Board approved six (6) legislative ideas to be submitted through the Governors Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

As an Executive Agency, the State Board of Education is required to submit electronically all Legislative Ideas 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 that process. If approved by the Board and the Governor, the actual legislative language will be brought back to the Board at the October Board meeting for final approval prior to submittal to the legislature for consideration during the 2014 Legislative Session.

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 three (3) legislative ideas from the institutions. Board staff has identified an additional six (6) potential pieces of legislation. A seventh legislative idea is being proposed as a place holder for any potential legislative changes that may be recommended by Taskforce for Improving Education.

The following are descriptive summaries of the ten (10) legislative ideas that are being proposed:

1. Board of Education Member Appointments

Statement of Purpose

Section 33-102, Idaho Code specifies that Board member appointments must be made on the first day of March and that the appointments must be confirmed by the Senate. Due to the timing of the appointments, and the other demands on the Governor and the legislature during this time frame, it is often difficult for an appointment to be made during this time frame. The result has been a break in service of Board members that were reappointed or vacant seats on the Board. The proposed change would amend section 33-102, Idaho Code to specify that the appointment must be made by the first day of January.

Fiscal Note

There will be no fiscal impact from this change

2. Residency Determination

Statement of Purpose

Section 33-3717B, Idaho Code specifies the residency requirements for any public institution of higher education in Idaho for the purposes of determining tuition rate. Section 33-2110B, Idaho Code specifies the residency requirements for Community Colleges. These two sections of code were in alignment at one time, with the exception of those categories of students that are only applicable at either the Community Colleges or the four year institutions. Change over the years has caused these two sections of code to be out of alignment. The proposed amendments would bring the two sections back into alignment for those sections that are applicable to all institutions. Additionally, changes are proposed to section 33-3717B, to recognize the Eastern Shoshone tribe as a tribe whose “traditional and customary boundary” was within the state of Idaho. The tribal boundaries meet the definition in subsection (k), however, the tribe is not listed in the statute.

Fiscal Note

There will be no fiscal impact from this change

3. Registration of Postsecondary and Proprietary Schools

Statement of Purpose

Section-2406, Idaho Code specifies the as a condition of registration, a proprietary school must obtain a surety bond. Changes were made to this section of Code during the 2013 legislative session that would allow, under certain circumstances, proprietary schools to use alternate financial instruments, approved by the Board’s Executive Director, as a means of satisfying this requirement. The proposed amendment would correct a technical error in the language that has been brought to our attention.

Fiscal Note

There will be no fiscal impact from this change

4. Postsecondary Enrollment

Statement of Purpose

Chapter 51, Title 33, Idaho Code outlines the options for secondary students to attend postsecondary institutions for either secondary credit, for postsecondary credit, or for dual credit and is the foundational statute that allows for secondary students to take dual credit courses. Proposed changes to this Chapter would eliminate the requirement that each individual school district have an MOU with the governing Board of each institution from which students take courses from as well as update terms used within the Chapter to better reflect the options student have today.

Fiscal Note

There will be no fiscal impact from this change

5. Enrollment Workload Adjustment

Statement of Purpose

The Enrollment Workload Adjustment (EWA) is currently established and defined only in Board policy. The purpose of this legislation is to codify EWA, such that it would be treated similar to the enrollment growth formula for public schools. Just as the state does not fund school districts based on the number of students but rather on the number of support units, the state does not provide funding to the colleges and universities based on the number of students but rather weighted student credit hours. Generally speaking, however, there is recognition among policymakers that in either case the state needs to provide some measure of funding for costs associated with enrollment growth.

Fiscal Note

Similar to support units, EWA is formula driven. Therefore, the fiscal impact will vary from year-to-year based on weighted student credit hour growth.

6. Liquor Funds Disbursement to Community Colleges

Statement of Purpose

This legislation would revise Idaho Code to provide that disbursement of liquor funds to the community colleges shall be authorized by the State Board of Education instead of the Liquor Division.

Fiscal Note

This legislation would have no fiscal impact. The current statutory transfer of liquor funds for the benefit of the community colleges would continue. The funds are subject to appropriation, and once appropriated, the State Board of Education would disburse the funds to the community colleges.

7. Charter Commission

Statement of Purpose

Section 33-5213, Idaho Code establishes the Public Charter School Commission and designates the Executive Director of the State Board of Education to enforce the provisions of the Charter School laws and serve as the secretary to the commission. The proposed changes would move the Public Charter School Commission out from under the Board. The Charter Commission would become a self-governing agency, similar to the changes that were made when the Idaho Commission for Libraries and Idaho Historical Society were moved out from under the Board. This separation would address any potential conflicts that arise when the Board must hear appeals from schools authorized by the Commission.

Fiscal Note

It is anticipated there may be a slight increase in the Charter Commission budget from operational expenses that are currently covered by them being housed within the Office of the State Board of Education. Any additional costs would be covered by the Authorizer Fee revenue.

8. Recommendations of the Education Taskforce

Statement of Purpose

Due to timing issues with the requirements for legislative ideas to be submitted and the anticipated timeframe for recommendations of the Taskforce, this proposal is a place holder for any recommendation that come forward from the taskforce that may require legislative changes.

Fiscal Note

Unknown

LEGISLATIVE IDEAS SUBMITTED BY THE INSTITUTIONS:

9. Boise State University - Autonomy

Statement of Purpose

The purpose of this legislation is to provide efficiency and accountability in Idaho higher education and to provide equal status to the four state institutions of higher education. This bill will provide increased flexibility to the state board to govern the state college and universities.

This bill also codifies the Supreme Court ruling of the independent legal status of the University of Idaho, Idaho State University, Lewis-Clark State College and Boise State University from *State v. Continental Casualty Company*, 121 Idaho 938, 829 P.2d 528 (1992), and clarifies existing statutes that already so state (such as Idaho Code §§ 33-2804, 33-3003, 33-3102, and 33-4005).

This legislation provides that the state board may allow colleges and universities to utilize State Departments for services when it makes sense to do so and the state board cannot allow the institutions to exit existing participation in those programs without providing at least 18 months' notice. If the institutions wish to rejoin the programs for such services, then it will be via mutual written agreement and those agreements may be on a fee for services basis.

Fiscal Note: Implementation of this legislation will not increase General Fund expenses; however, the removal of unnecessary duplication will result in time savings and costs for all entities involved.

10. University of Idaho – Tax Commission Information Sharing

Statement of Purpose

Authority for the State Tax Commission to release income tax filing information to the public higher education institutions to verify tax filing status of individuals claiming residency status.

The proposed list of approved information will conform to the needs of the institution registrars to enable verification of Idaho residency status and dependency status per the requirements of Idaho Code Section 33-3717B.

Fiscal Impact: Will enhance the ability of each public higher education institution to more accurately evaluate Idaho resident student status applications.

11. Idaho State University – State Constitution Amendment

Statement of Purpose

The purpose of this Joint Resolution is to amend the Idaho State Constitution, Article VIII, Section 2(1), to allow the state or a publicly funded institution of higher education in the state to become a stockholder in an association or corporation, provided that that such ownership falls within defined parameters of acceptable competition.

FISCAL NOTE: There will not be a negative impact to the general fund of the State of Idaho.

Additional information provided by Idaho State University:

Utah had a constitutional provision similar to that currently found in Article VIII, Section 2 (1) of the Idaho Constitution but amended it so as to authorize the state and public universities to acquire equity interest in private businesses in return for licensing of intellectual property.

Should this proposed amendment be ratified some enabling legislation may follow. States like Colorado, Utah, and Arizona have enacted legislation specifically authorizing the creation of private entities to further develop IP created at state universities. For instance, the Colorado statute provides that these entities have all the rights and powers of a private nonprofit corporation organized under the laws of Colorado, is not considered a state agency or entity and is not subject to state laws applicable to only state agencies and entities. It also provides that the state is not liable for the debts and other liabilities of these entities. If ratified, this amendment will allow for the enactment of similar enabling legislation.

IMPACT

Staff will continue to move the legislative ideas that the Board approves 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 Division of Financial Management.

STAFF COMMENTS AND RECOMMENDATIONS

While there has been some recent discussion at the Board level regarding the Institutions participation in private enterprises, the Board is still in the process of determining what the acceptable level of involvement should be. Staff feels that the proposed amendment to the State Constitution may be premature without a formal decision from the Board regarding the level of involvement an institution should have in private enterprises.

Legislative Ideas are required to be submitted to the Division of Financial Management (DFM) by August 3, 2013. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive director to submit these ideas. Actual legislative language for all submitted Legislative

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Ideas will be brought back to the Board at the October Board meeting for final approval.

BOARD ACTION

I move to approve the 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

2014-2018 Strategic Plans Institution Strategic Plans

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 2013 Board approved the strategic plans for the agencies,
community colleges and the special/health programs.

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.

Over the past several years the Board has requested the Benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the “status quo.” At the April 2013 Board meeting the Board was not comfortable approving the institutions, under their direct governance, strategic plans without having a better understanding of the degree of difficulty they would have in reaching their proposed benchmarks. The institutions were requested to provide data on all of the performance measures that were contained within their plans and bring the plans back for the June Board meeting.

ATTACHMENT

Attachment 1 – University of Idaho	Page 3
Attachment 2 – Boise State University	Page 18
Attachment 3 – Idaho State University	Page 26
Attachment 4 – Lewis-Clark State College	Page 48
Attachment 5 – Eastern Idaho Technical College	Page 68

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

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approve the plans as submitted and authorize staff to work with the institutions 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 2014-2018 (FY15-FY19) strategic plans the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College and Eastern Idaho Technical College as submitted.

Moved by_____ Seconded by_____ Carried Yes_____ No_____



Leading Idaho:

The University of Idaho
Strategic Plan

2014-2018

INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university in our state. We lead in teaching and engaged student learning in our undergraduate, graduate, and professional programs. We excel at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship, and global outreach. Through our growing residential and networked university and strong alumni connections, we develop leaders who will guide Idaho to global economic success, create a sustainable American West, and address our nation's most challenging problems.

As Idaho's land-grant institution, our students, faculty, and staff are engaged in a vast network of powerful partnerships through statewide locations, laboratories, research and extension centers, outreach programs, and a base of loyal alumni worldwide. These resources provide connections to individuals, businesses, and communities that strive to improve the quality of life of all Idaho citizens and secure the economic progress of the world.

We are committed to a student-centered, engaged learning environment. Our unique geography, intimate setting, residential campus, and dedicated faculty provide aspiring leaders with the skills and abilities to challenge themselves and learn by doing.

Our leadership position in research and creative activity presents opportunities to interact and innovate with world-class faculty. Our students gain firsthand experience addressing global challenges, and bring contemporary knowledge and experience into their careers and lives.

Students, faculty, and staff at the University of Idaho are dedicated to advancing a purposeful and just community that respects individuality and provides access and inclusion for all cultures to create a climate that is civil and respectful. Innovative, productive collaborations that foster community and build morale are encouraged.

Over the past five years, the university community has implemented a strategic plan to further the vision and mission of the university. This 2014-18 Strategic Plan fulfills the promise of a 21st century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision, and values of the institution.

MISSION

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

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Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

ROLE

Our commitment to focused excellence includes developing and delivering pre-eminent statewide programs. These programs are delivered in the Morrill Act-mandated primary emphases areas in agriculture, natural resources, and engineering; and sustaining excellence in architecture, law, liberal arts, sciences, education, business and economics, and programs in medical and veterinary medical education, all of which shape the core curriculum and give meaning to the concept of a land-grant research university.

PRINCIPLES AND VALUES

Learn, create, and innovate
Preserve and transmit knowledge
Act with integrity
Treat others with respect
Celebrate excellence
Change lives
Welcome and include everyone
Take responsibility for the future

Goal 1: Teaching and Learning Goal: Enable student success in a rapidly changing world.

Context: Our graduates live, work, compete, and prosper in a constantly changing environment. Consequently, curricula, co-curricular activities, pedagogy, and assessment must be quickly adaptable as the environment changes. Learning experiences drawn from our disciplinary and interdisciplinary strengths will help students develop the ability to identify and address complex problems and opportunities.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.
 - Completing technology enhanced classroom (TLC23) that will allow faculty to schedule all or part of course in the room in order to experiment with new learning technologies and teaching arrangements.
2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.
 - Creation of new core curriculum “integrated seminars” (ISEM 101 and 301).

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3. Use external and internal assessments to keep teaching and learning vital.
 - Continue schedule of regular external program reviews targeting 5-7 programs per year.
4. Build curricula to support timely degree completion.
 - Completing one fully on-line undergraduate degree, with two more, on-line degrees scheduled for completion in FY14.
 - Developed clear program maps that will enable students to complete a set of undergraduate degrees in three calendar years using either dual credit coursework and/or summer session courses.
 - 45% of undergraduate degrees can now be completed with max requirement of 120 credit hours.
5. Expand opportunities for professional education.
 - Plan in place for an on-line Master's Degree in Fire Science.
6. Apply emerging technologies to increase access and respond to the needs of local and global learners.
 - Fully converted thousands of courses to the new Blackboard technology.
7. Develop increased learning opportunities for underserved or underrepresented communities.
 - Increased dual credit enrollments by 110% - an additional 500 dual credit high school enrollments.
8. Employ active learning pedagogies to enhance student learning where appropriate.
 - Creating two additional technology enhanced classrooms that seat more than 100 students.
 - Created a flexible, technology and seating enhanced classroom for use by faculty in experimenting with new classroom formats and learning arrangements.
 - Received an Albertson's grant for a Doceo Technology Enhanced Learning and Training Center.

Performance Measure: The average time to complete a Bachelor's degree.

Benchmark: Four and one-half (4.50) years (using the Complete College Idaho methodology).

Performance:

	2007-08	2008-09	2009-10	2010-11	2011-12
Years to Degree	4.61	4.56	4.54	4.59	4.46

Rationale: Timely degree completion, along with high graduation rates, results from and reflects efficient curricula, good advising and student centered teaching.

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Performance Measure: Retention rates (percent of full-time and part-time freshmen returning for a second year or program completion).

Benchmark: The median of our official peer institutions (most recently 83% for full-time, part-time peer median not yet compiled for peers).

Performance:

	FY09	FY10	FY11	FY12	
First-year Retention Rate					SBO E: 70%
Full-time: UI Rate	77%	77%	81%	80%	
Peer	81%	83%	83%	83%	
Median	41%	33%	44%	23%	
Part-time New Frosh UI Rate					

Rationale: Required by SBOE.

Performance Measure: Graduation rate (percent of full-time and part-time freshmen graduating in six years).

Benchmark: The median of our official peer institutions

Performance:

	FY09	FY10	FY11	FY12	
Six-Year Graduation Rate					
UI Rate	57%	56%	55%	51%	
Peer Median	62%	63%	62%	62%	

Rationale: Required by SBOE.

Performance Measure: Total undergraduate degrees conferred (number of undergraduate degree completions per 100 FTE undergraduate students enrolled).

Benchmark: The median of our official peer institutions.

Performance:

FY:	2009	2010	2011	2012
UG Degrees per UG 100 UG FTE	18.3	17.7	17.5	18.1

Rationale: Required by SBOE.

Objective B: Develop integrative learning activities that span students' entire university experience.

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- Created the Office of Community Partnerships to seek out more opportunities for student engagement in projects that meet the needs of Idaho communities.

Strategies:

1. Increase educational experiences within the living and learning environments.
2. Engage alumni and stakeholders as partners in student mentoring.
3. Increase student participation in co-curricular activities.
4. Integrate curricular and co-curricular activities.
5. Increase opportunities for student interaction and interdisciplinary collaboration.
 - Conducted a design charrette to develop a large list of opportunities for both student engagement and co-curricular activities. Next step is to winnow these down to the best or most effective ideas.

Performance Measure: Number and percent of students participating in Study Abroad.

Benchmark: Five percent of the full-time undergraduate degree-seeking student body.

Performance:

				FY09	FY10	FY11	FY12
Study Abroad Students	% of UG			3.5%	4.1%	4.0%	5.5%

Rationale: Enabling students to not only progress through their academic career but also to do so while learning in diverse settings provides them with greater perspective.

Performance Measure: Dual Credit (total credits and # of students)

Benchmark: Consistent annual increases to market saturation.

Performance:

	FY09	FY10	FY11	FY12
Dual Credit - Total Credit Hours	1,799	1,789	1,698	2,923
Dual Credit - Headcount	486	498	470	761

Rationale: Required by SBOE.

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Performance Measure: Remediation (number of resident high school students who graduate from high school in the previous spring requiring remedial instruction).

Benchmark: continuous improvement.

Performance:

	FY09	FY10	FY11	FY12
Math Remediation	55	42	37	42
English Remediation	112	97	121	151
Total	167	139	158	193

Rationale: SBOE required measure.

Goal 2: Scholarly and Creative Activity Goal: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Context: Our quality of life today and in the future depends on the merit of our scholarship and creative endeavors. Many of the most pressing issues facing society cut across disciplines and require solutions that do the same. At the University of Idaho we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking, and collaboration. We intend to improve the quality of life of all Idaho citizens and secure the economic progress of our world.

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.
 - New COBRE grant application and developing 2-3 additional COBRE applications.
2. Increase the number of endowed faculty positions and postdoctoral, graduate, and undergraduate fellowships.
 - Received development funds for the first endowed department chair in the College of Natural Resources.
 - A major component of the Inspiring Futures capital campaign has been to raise scholarship dollars for annual scholarships as well as endowed scholarships.
3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence.
 - Continued our vigorous VIEW program (Vandal Innovation and Enterprise Works) in the college of Business and Economics.
4. Implement university-wide mechanisms to provide attractive start-up packages for faculty and reward systems that recruit and retain world class faculty and staff.
 - Provide critical retention packages for key faculty.
5. Leverage the skills of non-tenure track faculty to promote research growth.
 - Have increased the number of research faculty and clinical faculty in support of both research and instruction.

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6. Increase the application of and public access to the results of scholarly and creative activities.
 - Created the Northwest Knowledge Network program to both develop the new technology for access to big data from research work and also to provide the data storage and support services to collect and share research data both within the University and across the Northwest region.

Performance Measure: The number of grant applications supporting or requiring interdisciplinary activities in which two or more faculty from different departments are listed as Co-Principal Investigators.

Benchmark: 20%

Performance:

Grant applications supporting/requiring interdisciplinary activities	FY09	FY10	FY11	FY12
Number	114	185	164	395
Percent	10%	20%	18%	39%

Rationale: Increased from 10% in FY2009 to 18% in FY2011.

Performance Measure: Funding from competitive federally funded grants per full-time instruction and research faculty.

Benchmark: \$150,000 – peer average

Performance:

	FY09	FY10	FY11	FY12
Expenditures from competitive grants & contracts ³ per full-time instruction and research faculty ¹	\$135,757	\$145,570	\$165,627	\$153,113

Rationale: Average faculty funding productivity is a standard measure used in the Carnegie Classification scheme for research universities

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Expand opportunities for ongoing interactions among faculty, students, and staff to identify areas of common interest.
 - Converting Faculty Senate meeting space to a Faculty/Staff lounge to enhance faculty interaction.
2. Increase support for graduate and undergraduate interdisciplinary research and creative activity.
3. Develop clear criteria for evaluating engaged scholarship.
4. Increase the national and international visibility of the University's contributions to interdisciplinary activities.
5. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.

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- Slightly more than 220 public/private partnerships university-wide.
 - College of Agriculture and Life Sciences has been particularly active in completing successful partnerships with industry (e.g., SIMPLOT) and commodity groups (e.g., Wheat Growers) to meet complimentary research agendas and create new faculty positions.
6. Facilitate the submission of large, interdisciplinary proposals to obtain funding and to sustain successful projects.
- New IGERT, COBRE, IGEM, and EPSCoR research grants submitted to enhance research infrastructure and further strategic research initiatives.

Performance Measure: Number and percent of undergraduate students participating in research programs

Benchmark: Continuous Improvement

Performance:

	FY09	FY10	FY11	FY12
Percent of undergraduate students participating in research programs ⁴				
STEM	20%	21%	20%	23%
<u>Non-STEM</u>	<u>36%</u>	<u>37%</u>	<u>49%</u>	<u>46%</u>
Total	56%	58%	69%	70%

Rationale: The opportunity to engage in research or scholarly activity, side-by-side with distinguished faculty, is an extraordinary work and learning experience and is indicative of the type of learning environment offered by the very best private and public research universities.

Performance Measure: Percent of undergraduate degrees conferred in STEM fields.

Benchmark: Peer median - 32%

Performance:

	FY09	FY10	FY11	FY12
Number and Percent of UG degrees conferred in STEM fields ¹				
UI Number / Percent				
Peer Median Percent	589 /36%	561 /34%	560 /33%	570 /31%
	32%	32%	30%	30%

Rationale: Science, Technology, Engineering and Mathematics fields are essential in our highly technological society; these degree recipients contribute disproportionately to the Idaho economy.

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Goal 3: Outreach and Engagement Goal: Meet society's critical needs by engaging in mutually beneficial partnerships.

Context: As the state's land-grant institution, the University of Idaho is uniquely positioned to expand its impact in Idaho and beyond. We seek to achieve that end through engagement--working across disciplines; integrating teaching, research, and outreach; and partnering with constituents for the mutually beneficial exchange of knowledge and resources.

Objective A: Develop processes, systems, and rewards that foster faculty, staff, and student outreach and engagement.

Strategies:

1. Increase the internal visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university.
 - Office of Community Partnerships coordinated in Spring 2013. President's statewide Sustainability Symposium, which was co-hosted by both North Idaho College and the College of Southern Idaho.
2. Develop clear criteria for evaluating outreach and engagement.
 - College and department by-law reviews are focusing on this strategy.
3. Recognize and reward engagement with communities, businesses, non-profits, and agencies.
4. Develop an infrastructure and streamline administrative processes to coordinate outreach and engagement efforts.
 - The Provost convened a retreat with all units involved in outreach and engagement and an inventory of all activities is underway in order to better inform coordination.
5. Communicate best practices for development and implementation of outreach and engagement projects.
 - Communication Services works closely with the Office of Community Partnerships to ensure that outreach and engagement activities get the widest possible communication and visibility.

Performance Measure: Evidence of an institutional commitment to supporting faculty outreach and engagement activities in each strategic area noted above.

Benchmark: Qualitative and quantitative evidence indicating progress in each area.

Performance:

- Outreach and engagement is part of faculty position description, for tenure track faculty in particular.
- Outreach and engagement is a primary factor in promotion and tenure process.
- There is a category of annual faculty excellence awards specifically for outreach.
- Outreach and engagement is part of the selection criteria for faculty mid-career awards.

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The university has received the following national awards over the past three years:

- Carnegie Classification for Engagement
- US Presidential Higher Education Community Service Honor Role
- McGrath and Kellogg Foundation Engagement Awards – only applied in last three years and received regional award two of those years.

Rationale: Demonstrating progress in this area requires a mixed-methods approach, which will include noting establishment of distinct organizational structures, changes in annual position descriptions, promotion and tenure policies, and recognition from national agencies

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategies:

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.
 - Enhance the use of the Office of Community Partnerships as the hub for new connections with external constituents.
2. Increase student participation in defining and delivering experiential learning opportunities.
 - Activities have been undertaken to better coordinate connections between service learning programs, internships, volunteerism programs, and the Office of Community Partnerships.
3. Increase the external visibility of our outreach and engagement activities.
 - Leadership bus tour of the state as part of the Morrill Act anniversary.
 - Coordinate media coverage of the many projects undertaken as part of the Alternative Spring Break program.
 - New publication – Idaho at a Glance – to promote the many partnerships and external activities of the University.
4. Coordinate plans to increase external funding for outreach and engagement.
 - Initiating new partnerships on cross-disciplinary grant proposals.

Performance Measure: Percentage of students participating in service learning activities, as reported by the University of Idaho Service Learning Center and the ASUI Volunteerism Center.

Benchmark: One-third of the total student body (approximately 3200 students) will in community service activities.

Performance:

	FY09	FY10	FY11	FY12
Percent of undergraduate students participating in service learning opportunities				

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Number	1,933	2,581	3,243	2,887
Percent	20%	28%	34%	30%

Rationale: Service learning has repeatedly been shown to be a positive method for improved student learning; for better material retention; and as an essential component of developing engaged citizens.

Goal 4: Community and Culture Goal: Be a purposeful, ethical, vibrant, and open community.

Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

Objective A: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
 - 56.3% increase in undergraduate minority student enrollment over the past five years.
 - 56.7% increase in graduate minority student enrollment over the past five years.
2. Recruit and retain diverse faculty and staff.
 - 37% increase in minority faculty over the past five years.
 - 23% increase in minority staff over the past five years.
3. Expand opportunities for cultural competency training.
 - Spring 2013 President's Leadership Retreat (May 14, 2013) will be devoted to an all-day training program on cultural competency with invited outside coordinators.
4. Build extended community partnerships to enhance an environment that values diversity.

Performance Measure: Percentage of disadvantaged minority students, faculty and staff.

Benchmark: Meet or exceed peer medians (13% of students, 5% of faculty and 7% of staff).

Performance:

	FY09	FY10	FY11	FY12
Percent disadvantaged minority				
- full-time faculty	2.9%	2.5%	3.2%	3.9%
- full-time staff	3.4%	3.5%	4.7%	4.7%
- full-time students	8.0%	8.7%	10.7%	9.3%

Rationale: The diversity of our campus should be compared with our land-grant, high research peer institutions' diversity.

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Objective B: Be a community committed to civility and respect.

Strategies:

1. Promote civil and respectful dialogue and debate both in and out of the classroom.
 - The “Safe Zone” program in the residence halls and student affairs.
 - The “I Have Your Back” program in student affairs.
2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community.
 - Formation of the campus-wide Threat Assessment Team.
 - Post-Benoit external reviews and recommendations.
 - Greek Life Task Force
 - Substance Abuse Task Force
3. Promote a sense of concern for and accountability to others.
 - The “I Have Your Back” program.

Performance Measure: Percentages of faculty, staff and students who report positive experiences on surveys conducted periodically to assess the culture and climate.

These include the every-third-year HERI/UCLA Faculty and UI Staff surveys, and the annual Graduating Senior Survey.

Benchmark: Peer medians when available, prior results if not (95% for students, 75% for faculty and 88% for staff).

Performance:

Survey data support a positive experience with culture and climate	FY09	FY10	FY11	FY12
Students –Satisfied with overall experience				
Faculty –Satisfied with job overall	97%	96%	97%	97%
Staff –Are treated with consideration and respect	NS	NS	60%	NS
	88%	NS	NS	Available Summer 2013

NS – not surveyed

Rationale: The periodic surveys listed above provide historical data suitable for trend analyses. The UI Diversity Task Force is also in the process of studying these issues and developing additional measures.

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Objective C: Be a community committed to productivity, sustainability, and innovation.

Strategies:

1. Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution.
 - Special FY13 salary merit increase program – top 100 faculty and top 200 staff.
 - The University engages in a whole range of college, discipline, and program award ceremonies in the last few weeks of the Spring Semester to recognize outstanding achievement of faculty, staff, and students.
 - Discussion is underway for developing a consolidated university award ceremony that may help gain broader recognition, both within the University and across the community and state.
2. Develop and promote activities to increase collaboration with new and unique partners.
3. Energize the community and foster commitment to university-wide endeavors by communicating our successes.
 - President Nellis has engaged in more than 6,000 community, state, and national visits with alums as well as other interested citizens over the past four years.
4. Create efficiencies through innovative collaboration, shared goals, and common experiences.
5. Invigorate the community by promoting attitudes of leadership and excellence.
6. Steward our financial assets, infrastructure, and human resources to optimize performance.
 - Implemented an institution-wide continuous improvement (CI) program to train staff and faculty in CI methods.
 - Initiated three large CI projects on assessing lab safety; creating a computerized Graduate admissions process, and improving the university travel documentation/approval process.
 - Executed 127 smaller process improvement projects, saving a total of 6700 hours of employee time.

Performance Measure: For finances, the institution primary reserve ratio.

Benchmark: The institution primary reserve ratio, as reported by UI Business Systems and Accounting Services, should be comparable to the advisable level of reserves established by NACUBO = 36%.

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Performance:

	FY09	FY10	FY11	FY12
Institution primary reserve ratio	27%	36%	30%	33%

Rationale: This benchmark is based on NACUBO recommendations.

Performance Measure: Cost per Credit Hour to Deliver Education

Benchmark: Continuous Improvement (number is not readily available for peer institutions).

Performance:

	FY09	FY10	FY11	FY12
UG WSCH	\$401,353	\$422,858	\$443,027	\$467,358
UG Costs	137,406,990	141,581,212	140,092,521	145,443,934
Cost per WSCH	\$342	\$335	\$316	\$311

Rationale: SBOE Required Measure

Performance Measure: Degree completions per \$100,000 of education and related spending by institutions.

Benchmark: Continuous Improvement (comparable peer data are not available)

Performance:

Degrees Awarded per \$100,000 Instruction and Related Expenses				
	FY09	FY10	FY11	FY12
	2.04	2.08	2.25	2.24

Rationale: SBOE Required Measure

External Factors

State Board of Education (SBOE): Achievement of strategic goals and objectives assumes SBOE support and commitment to UI's unique role and mission.

Funding: Economic conditions will play an important role in the perceived value and effectiveness of higher education in the coming years. On-going and appropriate levels of funding from state and federal sources will be critical for the success of our strategic plan.



BOISE STATE UNIVERSITY

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN 2012-17
PORTFOLIO OF FY13 STRATEGIC PROJECTS

Focus on Effectiveness

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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

Each core theme describes a key aspect of our mission. A complete description 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.*

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.

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

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

Strategies:

- 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 1: Key Performance Indicators	Recent data				Performance Targets	
	2006	2008	2010	2012	For 2014	by 2017
NSSE benchmark measures of student perception of quality of educational experience (as % of urban peer rating; for seniors only):						
>Level of academic challenge	97.1%	97.8%	98.2%	98.5%	100%	100%
>Active and collaborative learning	100.0%	102.0%	96.5%	97.9%	100%	100%
>Student-faculty interaction	93.4%	96.9%	87.0%	90.8%	95%	100%
>Enriching educational experience	99.4%	96.7%	95.9%	93.0%	98%	100%
>Supportive campus environment	93.6%	90.0%	90.1%	88.3%	95%	100%
	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	For 2012-13	by 2017
% students achieving University Learning Outcomes¹						
>Written & oral communication (UOs 1-2)	New program: Fall 2012 New program: Fall 2012 New program: Fall 2012				New program: Assessment structure is being implemented	90% of graduates rated as "good" or "exemplary"
>Critical inquiry, innovation, teamwork (UOs 3-4)						
>Civic & Ethical foundations (UOs 5-6)						
% of Idaho HS students naming Boise State as #1 choice (on ACT test ; of those who listed Boise State in top 6)	Not available	Not available	36.6 %	39.6 %	42%	45%

¹ % of graduating undergraduates who achieve a competency of "exemplary" or "good" for each of UOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas). The UOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.

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

Strategies:

- 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 2: Key Performance Indicators	Recent data				Performance Targets	
	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	For 2012-13	For 2016-17
Number degree graduates						
>Baccalaureate	1,997	2,094	2,411	2,584	2,655	3,284
>Master's and Doctoral	491	555	652	663	700	880
Baccalaureate graduates per 100 FTE enrolled	17.1	16.3	18.4	19.9	20.2	22.0
Dual enrollment²						
># credits produced	5,442	7,648	9,435	10,770	11,635	15,000
># students served	1,217	1,602	2,030	2,410	2,600	3,350
eCampus (Distance Education)						
>Student Credit Hours	40,258	47,491	52,590	55,571	60,000	77,000
>Distinct Students Enrolled	7,163	8,381	9,147	9,381	9,750	13,000
	F2003 cohort	F2004 cohort	F2005 cohort	F2006 cohort	Fall 2007 Cohort	Fall 2011 Cohort
Success and Progress Rate (at six years)³						
>First-time, Full-time Freshmen				64.1%	67%	72%
>Transfer students				75.0%	77%	80%
6 year graduation of first-time full-time freshman	26.3%	28.1%	29.2%	29.5%	37%	45%
	F2008 cohort	F2009 cohort	F2010 cohort	F2011 cohort	F2012 cohort	F2016 cohort
1-year retention, first-time full-time freshmen⁴	69.1%	72%	69.1%	72%	74%	78%
	2006	2008	2010	2012	For 2014	by 2017
NSSE student rating of administrative offices (as % of urban peer average score)	98.4 %	94.5%	97.1 %	96.9 %	100%	100%

² 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.

³ "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, graduated elsewhere, or are still enrolled elsewhere.

⁴ 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.

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Goal 3: Gain distinction as a doctoral research university.

Strategies:

- 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.

Goal 3: Key Performance Indicators	Recent data				Performance Targets	
	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	For 2012-13	by 2017
Total Research & Development Expenditures (as reported to the National Science Foundation)	\$12.3 M	\$18.7 M	\$24.2 M	\$27.5 M	\$27.5 M	\$37.5 M
Number of doctoral graduates (PhD and EdD)	9	8	11	11	12	35
New doctoral programs	No new doctoral programs	No new doctoral programs	No new doctoral programs	Fall 2012 start: PhD Biomol-ecul ar Science; PhD Material Science & Engineering; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy	PhD in Ecology, Evolution, & Behavior; EdD Athletic Training Program Administration
	CY 2005-09	CY 2006-10	CY 2007-11	CY 2008-12	For CY 2009-13	For CY 2014-17
Number of peer-reviewed publications over 5-year period⁵	1,069	1,152	1,213	1,283	1,375	1,650
	CY2009	CY2010	CY2011	CY2012	CY2013	CY2017
Annual total citations of publications by Boise State authors⁶	2,994	3,440	4,084	4,815	5,500	7,500

⁵ # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

⁶ Annual total citations of peer-reviewed publications, published in any year, with Boise State listed as an address for at least one author. From Web of Science.

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

Strategies:

- 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 4: Key Performance Indicators	Recent data				Performance Targets	
	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	For 2012-13	by 2017
Number of graduates in high demand disciplines (bachelor's, master's, doctoral) ⁷	784	861	1000	1082	1,200	1600
Number of STEM graduates (includes bachelor's, STEM education, master's, doctoral) ⁸	190	311	375	407	450	650
# of employers listing career-level jobs with BroncoJobs ⁹	671	581	623	832	950	1400
Students Participating in Courses with Service Learning Component	2,070	2,414	2,577	2,648	2,750	3,000
# of students requiring remedial coursework ¹⁰	415	293	108	123	100	100
Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation					Renewal based on application to be submitted April 2014

⁷ Defined as distinct number of 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.

⁸ 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. We also include STEM secondary education graduates.

⁹ Measure will be adjusted for economic conditions

¹⁰ Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

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

Strategies:

- 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.

Goal 5: Key Performance Indicators	Recent data				Performance Targets	
	FY2010	FY 2011	FY 2012	FY 2013	For FY2014	by 2017
Cost of education (resident undergraduate with 15-credit load; tuition & fees per semester)	\$2,432	\$2,650	\$2,783	\$2,942	Remain less than the WICHE state average	Remain less than the WICHE state average
	FY2009	FY2010	FY 2011	FY 2012	For 2012-13	by 2017
Operational Investment per EWA Weighted Credit Hour¹¹	\$186.24	\$155.46	\$154.54	\$164.11	Increase no more than the Consumer Price Index	Increase no more than the Consumer Price Index
Instructional Investment per EWA Weighted Credit Hour¹¹	\$120.36	\$98.25	\$100.30	\$102.69	Increase no more than the Consumer Price Index	Increase no more than the Consumer Price Index
Operational Investment per Degree Graduate¹¹ (bachelor's and above)	\$59,970	\$50,779	\$46,931	\$44,980	Increase no more than the Consumer Price Index	Increase no more than the Consumer Price Index
Instructional Investment per Degree Graduate¹¹ (bachelor's and above)	\$38,755	\$32,091	\$30,462	\$28,145	Increase no more than the Consumer Price Index	Increase no more than the Consumer Price Index

¹¹ Cost data from audited financial reports. Operational Cost includes costs for instruction, academic support (including libraries), and institutional support (including student services); excludes research and other non-instructional and support costs. Instructional cost includes only cost of instruction. Credit hours weighted according to EWA formulae. Distinct number of graduate from degree programs, baccalaureate and above; certificates not included.

Project Portfolio: FY13 University-wide Projects

To implement the university's strategic plan Focus on Effectiveness 2012-2017 will involve two types of projects:

- University-wide projects. These projects were derived directly from Focus on Effectiveness, and each will cross divisional boundaries. Each project is foundational in nature; that is, by implementing it first, we facilitate the later implementation of unit-level and other university-level projects.
- Divisional and unit-level projects. In many cases, these projects will be derived from divisional and/or unit-level strategic plans that have been developed to align with Focus on Effectiveness.

Nine university-wide projects were proposed and approved for FY13. They are as follows:

New Projects

- Develop Our Strategic Enrollment Plan as the Basis for Integrated University Planning
- Achieve Institutional Effectiveness through Comprehensive and Systematic Assessment
- Adopt Leading-Edge Pedagogy and Learning Environments at the Program Level
- Implement Complete College Boise State
- Foster a Culture Focused on Student Success
- Build Sustainable Structure to Increase Funding for Research and Creative Activity

Projects that Build on Specific Initiatives Already Underway

Although every project will build on what we have done in the past, the following projects build on specific initiatives that are already underway.

- Expand the Mobile Learning Initiative
- Maximize Success of the Foundational Studies Program in Achieving University Learning Outcomes
- Strengthen the Structure and Operations of Academic Departments



Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

FY 2014-2018

**Idaho State University
Strategic Plan
FY 2014-2018**

Vision: Leading in Opportunity and Innovation

Mission

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom.

Performance Measures

- 1.1.1 Number of online course sections offered.
- 1.1.2 Number of students participating in Career Path Internships.
- 1.1.3 Number of high school students participating in ISU dual credit courses.

Benchmarks:

- 1.1.1 900 course sections
- 1.1.2 600 CPI students
- 1.1.3 1,800 dual credit students

Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.

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Performance Measure:

- 1.2.1 Number of certificate and degree programs begun/expanded/revised; and number of certificate and degree programs discontinued.

Benchmark:

- 1.2.1 Number of new programs approximately equal to number of programs discontinued.

Objective 1.3 Undergraduate and graduate students participate in undergraduate teaching.

Performance Measures

- 1.3.1 Number of graduate assistantships and fellowships with teaching responsibilities.
1.3.2 Number of students employed as English, math, and content area tutors.

Benchmarks:

- 1.3.1 Increase graduate teaching assistants by 10 over the next 3 years.
1.3.2 Maintain adequate numbers of tutors to meet student need.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures

- 1.4.1 Number of students employed to work with a faculty member on research/creativity activities.
1.4.2 Number of students who participate each year in ISU's research symposia.

Benchmarks:

- 1.4.1 Increase by 3% per year for next five years.
1.4.2 Increase to 250 students per year.

Objective 1.5 The core faculty is actively engaged in research and creative/scholarly activity.

Performance Measures

- 1.5.1 Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.
1.5.2 Number of proposals submitted for external funding, number funded, and total amount of funding received.

Benchmarks:

- 1.5.1 This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).
1.5.2 Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

Objective 1.6 Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels.

Performance Measures

- 1.6.1 Pass rates on professional licensure and certification exams.

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- 1.6.2 Placement rates of graduates from academic professional, and professional-technical programs.

Benchmarks:

- 1.6.1 Maintain pass rates at or above the national averages for each program where national data are available.
- 1.6.2 Maintain placement rates at or above the national averages for each program where national data are available.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

Objective 2.1 Support services provided to enhance retention are utilized by students.

Performance Measures

- 2.1.1 Number of face-to-face advising hours provided to undergraduate students by the central academic advising office.
- 2.1.2 Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.
- 2.1.3 Average amount of need-based and merit-based financial aid/scholarships awarded to students.
- 2.1.4 Number of student visits to content area tutoring, math and writing centers.

Benchmarks:

- 2.1.1 Decrease by 5% over the next two years following the implementation of Degree Works (online advising program) this fall.
- 2.1.2 Increase to 50% over the next 3 years.
- 2.1.3 To be determined (based on changes in federal and state financial aid/scholarship programs).
- 2.1.4 To be determined (based on SBOE changes to the remedial education delivery models).

Objective 2.2 Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).

Performance Measures (red text indicates 2012 SBOE-required measures for all institutions)

- 2.2.1 Average time to degree completion by college for full-time and part-time students.
- 2.2.2 Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.
- 2.2.3 Total number of undergraduate certificates and degrees awarded by level, 2-digit CIP code, and per 100 FTE undergraduate students.
- 2.2.4 Total number of graduate certificates and degree awarded by level and 2-digit CIP code.
- 2.2.5 Cost per weighted credit hour to deliver undergraduate education.
- 2.2.6 Completion of undergraduate certificates (1 year or greater) and degrees per \$100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).

Benchmarks:

- 2.2.1 Positively impact time to degree by 5% over next 3 years.
- 2.2.2 Positively impact retention rates by 5% over next 3 years.
- 2.2.3 Positively impact total number, number per 100 FTE, and percent awarded in the STEM

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and health professions, of undergraduate certificates and degrees by 5% over next 3 years.

- 2.2.4 Positively impact total number of graduate certificates and degrees awarded, and percent awarded in the STEM and in health professions, by 5% over next 3 years.
- 2.2.5 Positively impact the cost per weighted credit hours for undergraduate education by 5% over next 3 years.
- 2.2.6 Positively impact completion of undergraduate awards per \$100,000 of education and related spending by 5% over next 3 years.

Objective 2.3 Students who require remedial coursework are successful in completing their certificate or degree programs.

Performance Measures

- 2.3.1 Number of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education.
- 2.3.2 Percent of students who successfully complete required remedial courses.
- 2.3.3 Retention rates (fall to fall) of students who complete remedial courses.

Benchmarks:

- 2.3.1 To be determined; the University does not have control over recent high school graduates who require remediation in math and/or English.
- 2.3.2 To be determined (based on changes to be made by the SBOE on remediation delivery models).
- 2.3.3 Increase to 70% over the next 3 years.

Objective 2.4 Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs.

Performance Measures

- 2.4.1 Total number of students enrolled in ISU's Early College program, and total number of credits earned.

Benchmark:

- 2.4.1 Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5 Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures

- 2.5.1 Number of courses offering, and annual number of students enrolled in, formal community or service learning projects/activities.
- 2.5.2 Number of student organizations, and annual number of students participating in those organizations.

Benchmarks:

- 2.5.1 Increase to 40 course sections and 850 students participating over the next 3 years.
- 2.5.2 Increase number of students participating in student organizations to 4,500 over next 3 years.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We

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deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1 A broad array of health professions certificate and degree programs are offered, many statewide.

Performance Measures

- 3.1.1 Number of certificate and degree programs offered, and number of students enrolled, in ISU's health professions programs.
- 3.1.2 Percent of graduates of ISU health professions programs who obtain employment in Idaho.
- 3.1.3 Pass rates on clinical licensure and certification exams in the health professions.

Benchmarks:

- 3.1.1 Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
- 3.1.2 To be determined (once the SLDS has Idaho workforce data available).
- 3.1.3 Maintain pass rates at or above the national averages, where national data is available.

Objective 3.2 ISU serves the State, the public, and its health professions students through its clinics and other community health venues.

Performance Measures

- 3.2.1 Number of patient visits to ISU clinics and clinical services.
- 3.2.2 Number of people served by ISU's community health fairs and screening events.

Benchmarks:

- 3.2.1 Number of patient visits will increase by 5% over the next 3 years.
- 3.2.2 Number of people attending these events will increase by 5% over the next 3 years.

Objective 3.3. ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

Performance Measures

- 3.3.1 Number of faculty engaged in research in the health and biomedical sciences.
- 3.3.2 Amount of external funding received for health-related and biomedical research.
- 3.3.3 Number of students participating in clinical research/scholarly activity as part of their degree program.

Benchmarks:

- 3.3.1 Increase to 40 faculty over the next 3 years.
- 3.3.2 Funding will increase by 3% per year over the next 3 years.
- 3.3.3 Increase to 750 students over the next 3 years.

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Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Objective 4.1 ISU directly contributes to the economic well being of the State, region, and communities it serves.

Performance Measure:

4.1.1 Total economic impact of the University.

Benchmark:

4.1.1 Total economic impact will increase by 5% over the next 5 years.

Objective 4.2 Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State.

Performance Measure:

4.2.1 Resource conservation efforts initiated.

Benchmark:

4.2.1 ISU's efforts to conserve campus resources will continue to be developed.

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure:

4.3.1 Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

Benchmark:

4.3.1 Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1 The institutional reserves meet the Board's expectations based on best practices.

Performance Measures:

5.1.1 Level of Institutional reserves as a percent of total operating budget.

Benchmark:

5.1.1 The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2 The institution continually assesses and periodically reviews its utilization of resources.

Performance Measure:

5.2.1 Number of academic, co-curricular, and non-academic program/unit reviews completed each year.

Benchmark:

5.2.1 All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.

Key External Factors
(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute or rule and are not under institutional control. Changes to statute and rule desired by the institution are accomplished according to state guidelines. As with SBOE rules, rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

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Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

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 Idaho State UNIVERSITY		ISU STRATEGIC PLAN GOALS					
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.	
	GOAL 1: A WELL EDUCATED CITIZENRY	✓	✓	✓	✓		
STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION	Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. <ul style="list-style-type: none"> - Postsecondary student enrollment by race/ethnicity/gender as compared against population. 	✓	✓				
	Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. <ul style="list-style-type: none"> - Percent of high school students enrolled and number of credits earned in dual credit. - Percent of first-year full-time freshmen returning for second year. - Number of postsecondary unduplicated students receiving awards (Associate, bachelor's, master's, doctoral degrees) each year. 	✓	✓	✓			
	Improve the processes and increase the options for re-integration of adult learners into the education system. <ul style="list-style-type: none"> - Number of bridge programs. - Number of adults enrolled in upgrade and customized training. - Percent of first-year part-time freshmen returning for second year. 	✓	✓		✓		
	Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace. <ul style="list-style-type: none"> - Number of degrees conferred in STEM fields. - Percent of students participating in internships. - Percent of students participating in undergraduate research. 	✓	✓	✓	✓	✓	

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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 Idaho State UNIVERSITY		ISU STRATEGIC PLAN GOALS				
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION	GOAL 2: CRITICAL THINKING AND INNOVATION	✓	✓	✓	✓	
	Increase research and development of new ideas into solutions that benefit society. <ul style="list-style-type: none"> - Institution expenditures from competitive Federally funded grants. - Institution expenditures from competitive industry funded grants. - Number of sponsored projects involving the private sector. - Total amount of research expenditures. 	✓		✓		✓
	Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff. <ul style="list-style-type: none"> - Percent of first-time students from public institution teacher training programs that pass the Praxis II 	✓				
	GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS	✓	✓	✓		✓
	Increase productivity and cost-effectiveness. <ul style="list-style-type: none"> - Cost per successfully completed weighted student credit hour. - Average net cost to attend public 4 year institution. - Average number of credits earned at completion of a degree program. - Institutional reserves comparable to best practice. 	✓	✓	✓		✓
	Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. <ul style="list-style-type: none"> - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data. 					✓

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

Idaho State UNIVERSITY

Strategic Plan Performance Measure Data FY 2009 – FY 2012

*Notes: Data are presented where available. The university implemented a new enterprise resource planning (ERP) system in 2010. Comparable data from the legacy system may not be available for some measures.

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	Current (FY 2013) Benchmarks
Goal 1: Learning & Discovery						
1.1 ISU provides a rich learning environment	# online course sections	381	519	614	727	900 course sections
	# students in CPI program			245	584	600 CPI students
	# dual credit students	1,434	1,559	1,434	1,668	1,800 dual credit students
1.2 ISU provides a dynamic curriculum	# new, expanded programs/degrees # programs/degrees discontinued		New programs/degrees: 10 Terminated programs/degrees: 10	New programs/degrees: 3 Terminated programs/degrees: 17	New programs/degrees: 2 Terminated degrees: 2	# new/expanded programs/ degrees in balance with # of programs/degrees closed
1.3 Students participate in undergraduate teaching	# teaching GTAs/Fellowships	140	148	139	146	Increase by 15 over next 3 years
	# English, math, content area student tutors			92	144	Maintain adequate number of student tutors to meet need
1.4 Students engage in research/creative activities	# students employed to work with faculty on research projects			385	413	increase by 3% per year for next 5 years
	# students participating in research symposia		139	134	160	250 students per year
1.5 Core faculty engaged in research/creative activity	# Faculty scholarly productivity output					New measure, FY2013 data to be obtained from Activity Insight (electronic CV)
	# proposals	450	426 Proposals	404 Proposals	422 Proposals	increase amount of

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	Current (FY 2013) Benchmarks
	submitted for funding # proposals funded Amount of funding awarded	Proposals 273 Funded \$28.1M Awarded	282 Funded \$37.1M Awarded	244 Funded \$36.3M Awarded	287 Funded \$30.6M Awarded	funding by 3% per year for next 5 years
1.6 Graduates prepared to enter workforce or advanced education	Pass rates on licensure/ certification exams				See Appendix A	Maintain pass rates at or above national averages
	Placement rates of graduates				See Appendix B	Maintain placement rates at or above national averages
Goal 2: Access and Opportunity						
2.1 Support services provided to enhance retention are utilized by students	# of student contacts with a central advisor		7,327	7,737	7,171	Decrease by 5% over next 2 years, following implementation of Degree Works fall 2013
	% of full-time freshmen participating in First Year Seminar, and/or ACAD courses			28.7%	31.5%	Increase to 50% or more over the next 3 years
	Average amount of need-based and merit-based financial aid/scholarships awarded		Average grant aid \$4,086 / Average loan amount \$5,511	Average grant aid \$4,951 / Average loan amount \$6,608	Average grant aid \$5,011 / Average loan amount \$6,242	To be determined (with changes in federal and state financial aid programs)
	# of hours of tutoring, math and writing centers			21,409	22,576	To be determined (impact of SBOE changes to remedial delivery models unknown)
2.2 Student's progression to graduation	Average time to degree for full-time and part-time undergraduate students by college				See Appendix C	Positively impact by 5% over next 3 years
	Retention rates from freshman to sophomore, and sophomore to junior years.				See Appendix D	Positively impact by 5% over next 3 years

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	Current (FY 2013) Benchmarks
	for full-time and part-time students					
	# of undergraduate certificates and degrees, # awarded per 100 FTE students	1531 18 per 100 FTE	1574 17 per 100 FTE	1612 18 per 100 FTE	1644 18 per 100 FTE	Increase # undergraduate awards by 5% over next 3 years. Positively impact ratio by 5% over next 3 years
	# graduate certificates and degrees awarded	504	571	551	635	Increase # graduate awards by 5% over the next 3 years
	Cost per weighted credit hour to deliver undergraduate education	\$306.95	\$283.44	\$282.26	\$289.78	Positively impact by 5% over next 3 years
	Completion of undergraduate certificates/degre es per \$100,000 of education and related spending	1.22	1.28	1.32	1.29	Positively impact this ratio by 5% over next 3 years.
2.3 Students requiring remedial work are successful	# first-time freshmen who graduated from an Idaho high school in prior year who require remediation			277 (40%)	376 (40%)	The university does not have control over the number of high school graduates that require remediation
	% of students who successfully complete required remedial courses	61.5%	59.1%	57.9%	63.0%	Increase to 70% over the next 3 years
	Retention rate of students who complete remedial courses (fall-to-fall)			66.50%	66.01%	Increase to 70% over the next 3 years
2.4 Students who enter college with dual credit are successful	# students enrolled in ISU's early college program; # credits earned while in high school	1,434 students 8,276 credit hours	1,559 students 9,071 credit hours	1,434 students 8,644 credit hours	1,668 students 10,453 credit hours	Increase to 1,800 students and 10,800 credits in the next 3 years
2.5 Students	# courses		33 sections	28 sections	32 sections	Increase to 40 sections

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	Current (FY 2013) Benchmarks
participate in community and service learning projects, activities, etc.	offering, and # students enrolled in, community or service learning projects/activities		590 students	461 students	702 students	and 862 students over the next 3 years
	# student organizations, and # students participating in those organizations	140 organizations 3,377 students	137 organizations 3,852 students	142 organizations 3,238 students	143 organizations 4,191 students	Increase participation to 4,700 students over the next 3 years
Goal 3: Leadership in the Health Sciences						
3.1 A broad array of health professions programs offered	# certificate and degree programs offered, and # of students enrolled			Programs: 30 Enrollment: 3,377	Programs: 34 Enrollment: 3,622	Maintain strong enrollment, retention, and graduation rates in these programs
	% of graduates who are employed in Idaho					Data to be obtained in the future from SLDS
	Pass rates on professional licensure and certification exams in the health professions				See Appendix A	Pass rates at or above national averages
3.2 ISU serves the State, public, and health professions students through its clinics and other community health venues	# of patient visits to ISU clinics and clinical services	35,597	41,486	51,817	54,234	# of patient visits will increase by 5% over next 3 years
	# individuals attending ISU's community health fairs and screening events	1,131	1,277	1,159	1,208	# of people attending ISU's health fairs and screening events will increase by 5% over next 3 years
3.3 Faculty and students engage in basic, translational, and clinical	# of faculty engaged in health sciences/ biomedical research	16	38	36	31	Increase to 40 over the next 3 years

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	Current (FY 2013) Benchmarks
research in the health sciences						
	Amount of external funding received for health-related and biomedical research	\$2.3M	\$5.3M	\$3.6M	\$4.0M	Funding will increase by 3% per year
	# students participating in clinical/applied research as part of their degree program			694	727	Increase to 750 students over the next 3 years
Goal 4: Community Engagement and Impact						
4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves	Total economic impact of the University			baseline established by the 2011 ISU Economic Impact Study: \$312 million		Total economic impact will increase by 5% over next 5 years
4.2 Campus resource conservation efforts initiated; students and faculty conduct research in the areas of environment and in energy	# resource conservation efforts initiated				See Appendix E	Efforts to conserve campus resources will continue to be developed
4.3 ISU participates in partnerships with other entities and stakeholders	# of active partnerships, collaborative agreements, and contracts with public and private entities	836	1,066	1,071	1,008	# will increase by 5% over next 5 yrs
Goal 5: Stewardship of Institutional Resources						
5.1 Institutional reserves	A minimum target reserve of 5% of operating		3.7%	5.9%	7.3%	Maintain a minimum target reserve of 5% or greater of operating

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	Current (FY 2013) Benchmarks
comparable to best practice	expenditures					expenditures
5.2 Institution continually assesses and periodically reviews its utilization of resources.	# of academic, non-academic and co-curricular program reviews conducted each year.	14 academic	4 academic	2 academic	13 academic	All to be reviewed every 5 years. Non-academic/co-curricular program reviews begin in FY 2013.

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Appendix A

Idaho State University - Pass rates for required licensing & certification exams

*Notes: This is not an exhaustive list of pass rates. Rates for Nursing, Pharmacy, Physician Assistant programs etc. are provided as examples; graduates of all health programs meet or exceed pass rates. pass rates for academic professions consistently the national

Description	FY 2009	FY2010	FY2011	FY2012
Nursing (RN) –ISU pass rate	97%	91%	89%	96%
Nursing (RN) –National pass rate	87%	88%	87%	88%
Nursing (FNP AANPCP Certification) - ISU pass rate			96%	97%
Nursing (FNP AANPCP Certification) - National pass rate			89%	87%
Nursing (ACNS ANCC Certification - ISU pass rate			100%	100%
Nursing (ACNS ANCC Certification) - National pass rate			76%	TBA
Pharmacy – ISU pass rate	100%	98%	100%	98%
Pharmacy – National pass rate	97%	97%	95%	97%
Physician Assistant – ISU pass rate	79%	96%	96%	97%
Physician Assistant – National pass rate	89%	92%	94%	91%
PRAXIS-II Subject Area Tests required for Teacher Certification - All Program Completer for ISU	100%	100%	100%	99%
Occupational Therapy NBCOT - ISU first-time test takers (2010-2012)				94%

Appendix B

Idaho State University - Placement rates for selected programs

*Notes: This is not an exhaustive list of placement rates. ISU intends to utilize the State Longitudinal Database System (SLDS) as soon as Idaho Department of Labor data is available to assist with placement rates.

Description	FY 2009	FY2010	FY2011	FY2012
College of Technology - All Professional Technical Education	77.75%	83.33%	85.68%	87.20%
Teacher Preparation Program (based on self-reported survey of graduates of all teacher preparation programs (2012 response rate: 49%))				94%
Radiographic Science (self-reported on a survey)	100%	100%	100%	100%
Occupational Therapy (self-reported on a survey)				100%
Pharmacy (self-reported on survey)	100%	100%	100%	100%

Appendix C

Idaho State University –

Performance Measure 2.2.1 - Average Time to Complete Degree in Years

*Notes: This is methodology counts the number of years between the year a student first enters the university and the year the student is awarded a degree. The methodology is impacted by “stop-outs” between when the student first enters the university and when the student receives their degree.

Degree Type	FY11	FY12
Technical Certificate	4.69	4.56
Associate's	6.9	7.66
Bachelor's	8.27	8.02
Master's	5.92	6.42
Doctorate	6.48	7.11

Appendix D

Idaho State University – Retention Rates from Freshmen to Sophomore and Sophomore to Junior (fall-to-fall retention)

*Notes: The methodology used is all full-time and part-time degree-seeking freshmen and the number that re-enroll the next fall term. All full-time and part-time degree-seeking sophomores enrolled and the number that re-enroll the next fall term. The student classification (freshmen, sophomore, junior, and senior) is not considered on re-enrollment the next fall term, only if the student returned in the fall.

Class level	FY11	FY12
Freshman to Sophomore		
Full-time	57.2%	56.5%
Part-time	47.4%	41.3%
Total	54.9%	52.5%
Sophomore to Junior		
Full-time	71.3%	72.0%
Part-time	53.7%	60.6%
Total	67.9%	69.5%

Appendix E

Idaho State University – Conservation and Energy Reducing Projects

*Notes: This is not an exhaustive list of conservation and energy reducing projects. The university has completed other projects like window replacements and HVAC upgrades/repair/replacement that makes ISU more energy efficient.

1. 2008-9: Purchased 5 electric vehicles for the grounds operations.

- Replaced fuel consumption of 5 gasoline powered pick-up trucks with electricity.
- Improved air quality surrounding academic buildings.
- Reduced noise pollution around surrounding residential and academic buildings.
- Saves on average 15.95 gal/day of gasoline.

2. 2010: Stopped burning coal at the heat plant.

- Eliminated transportation of 3000 tons of coal to the heat plant.
- Reduced emissions of sulfur dioxide, carbon monoxide, nitrogen oxide and many other volatile organic compounds (VOC) in to the environment by switching to natural gas.
- The heat plant runs more efficient on cleaner burning natural gas.
- Deleting the use of coal as a heating fuel has eliminated a problem of fugitive dust in the facility.

3. 2011: Bio-diesel production and increased recycling sustainability.

- Bio-diesel production begins with the idea to make recycling more sustainable by operating the recycling pick up vehicle on a clean renewable fuel.
- Processing waste cooking oil, produced by campus kitchens, into bio-diesel reduces emissions as compared to burning petroleum fuel.
- Bio-diesel is one of the EPA's preferred clean burning fuels, and is also a carbon neutral energy source.
- Facilities in partnership with the college of Technology's, Energy Systems Technology & Education Center (ESTEC) operate the production process together.
- Besides providing a clean source of power, the bio-diesel program is a marketing tool for attracting and retaining students. The processing unit is located in an enclosed mobile trailer that can be transported to high schools for demonstrating the science and opportunities at ISU.

Appendix E - continued

- Currently 5 to 10 gallons of waste cooking oil per week are collected from one kitchen, and processed into bio-diesel during the school sessions. The potential to collect oil from the other three kitchens are in the future plans.

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- To date bi-diesel production has saved the purchase of approximately 160 gallons of petroleum fuel.
- 4. 2011-12:** The greater part of recycling is operated by the custodial department.
- Recycling reports 208 tons of recyclable material recovered around campus to date.
 - Custodial is phasing in waterless urinals that use only one gallon of water every 3 months.
- 5. 2011-12:** Maintenance and operations.
- The maintenance department reports installation of 17 new water fountains that have the ability to re fill reusable water bottles.
 - Has reduced the plastic waste stream comparable to 48,871 plastic water bottles.
- 6. 2011-12:** Energy Efficient Lighting Projects.
- Eight projects totaling 338,039 KWH in energy use reduction.
 - Reduction in utility billing totaling \$19,872.00 annually.
- 7. 2013-14:** Future energy sustainability projects.
- Quad Lighting project phase II, will reduce electrical energy by an additional 30,590 KWH.
 - Solar water heating for the Owen-Red field housing project will reduce electrical energy by approximately another 45,000 KWH.
 - Planned car port structures on parking lots that will support electric solar panels, as well as collect and store rain water. This design could support the charging of electrical vehicles as well as retain water run off for irrigation needs.



Connecting Learning to Life

STRATEGIC PLAN

FY 2014-2018



April 10, 2013

VISION STATEMENT

Lewis-Clark State College will fulfill the Idaho State Board of Education vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893 (Appendix 1), LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

Instruction will be complemented by personal application of knowledge and skills needed in the extramural world, as embodied in the College's motto: *"Connecting Learning to Life."* Accordingly, LCSC will:

- Be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION

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

Core Theme One: Connecting Learning to Life through Academic Programs

The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

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Core Theme Two: Connecting Learning to Life through Professional-Technical Programs

The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences that prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life through Community Programs

The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

BACKGROUND AND INTRODUCTION

The Lewis-Clark State College Strategic Plan 2014-2018 describes the current higher education environment in Idaho (Appendix 2), will provide a roadmap for LCSC over the next five years and will provide the context for future decision making. The Strategic Plan is intended to guide the preparation of Unit Action Plans, Presidential Guidance initiatives, institutional assessment practices, and overall budgeting processes for the entire college.

To help develop the plan, College President J. Anthony Fernandez appointed a Strategic Plan Steering Committee in April, 2012, that included faculty, professional staff, classified staff, administrators, and students (Appendix 3). The Strategic Plan Steering Committee worked closely with LCSC senior administration and the campus community to recommend LCSC's strategic planning goals and objectives for the next five years (Appendix 4).

The Steering Committee reviewed LCSC's overarching goals and basic approach to operations, as stated in its current Vision Statement, suggested specific goals, objectives, and/or action strategies to attain those overall goals, and insure that strategic goals are consonant with LCSC's approved role and mission. In doing so, the Strategic Plan Steering Committee utilized the results of the LCSC Strategic Planning Retreat held February 9-10, 2012, and otherwise engaged the entire campus community and beyond in recommending LCSC's strategic goals and objectives for the next five years.

The Steering Committee provided the LCSC administration with a draft plan in December, 2012. The draft consisted of four overall goals with attendant objectives and strategies. The administration reviewed and edited the draft strategic plan and added clarifying sections. What follows is the result of those efforts.

**STRATEGIC PLAN
FY 2014-2018**

GOALS, OBJECTIVES AND STRATEGIES

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Goal 1

Sustain and enhance excellence in teaching and learning.

Objective 1A.

Strengthen existing courses and programs, and enhance curricula to meet future needs and opportunities, and support the goals of the Idaho State Board of Education Complete College Idaho initiatives.

Existing courses and programs will be assessed. The college will identify opportunities for improvement, expansion, and/or elimination of courses and programs, will foster closer collaboration and integration with the K-12 system, and will engage the local community and business leadership in the planning of current and future program offerings. The college will explore initiatives to improve preparation and readiness to succeed in college level courses.

Objective 1B.

Ensure that the General Education Core achieves its expected learning outcomes.

The alignment of the General Education Core with institutional General Education goals and statewide General Education standards will be assessed. Cross-disciplinary communication and collaboration will improve faculty design and delivery of General Education Core courses. The college will insure adjunct faculty with teaching assignments within the General Education Core understand institutional General Education goals.

Objective 1C.

Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Equipment, software, and technological capabilities will be current and sufficient for student, faculty, and staff needs. Training in effective online course design and instruction for faculty will be strengthened.

Objective 1D.

Maximize direct faculty and student interactions inside and outside the classroom.

LCSC will maintain appropriate student-to-faculty ratios by providing adequate numbers of sections for high-demand courses and by keeping course capacities at appropriate levels. The college will seek to increase student participation and engagement in academic and non-curricular activities.

Objective 1E.

Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development.

Objective 1F.

Provide a safe, healthy, and positive environment for teaching and learning.

The college will increase the accessibility and safety of campus facilities and processes, expand wellness and healthy lifestyle participation, and foster a positive learning working environment.

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Goal 2

Optimize student enrollment and promote student success.

Objective 2A.

Marketing efforts will focus on clearly identified populations of prospective students.

The college will:

- Establish a strong advertising and marketing presence
- Expand outreach to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college
- Expand outreach to students seeking a residential college experience
- Increase recruiting of non-traditional students, including academic and vocational candidates
- Increase recruiting and support of community college transfers
- Establish enrollment targets for out-of-state and international students
- Leverage dual credit and tech prep as a means to connect with high school students
- Invest in scholarships to strategically grow enrollment
- Create a marketing brand for LCSC to be used in an organized advertising campaign in target areas.

Objective 2B.

Retain and graduate a diverse student body.

LCSC will implement a student success course as a means of enhancing academic skills, imparting post-secondary values and expectations, and coaching students during their first semester. The course will also be used to supplement other curricular and advising reforms targeted towards students who place into math and English courses below core levels.

The college will continue the implementation of a Centralized Advising Model to serve incoming freshmen and implement an advising assessment tool that students complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

LCSC will establish a Center for Teaching and Learning so that improvements in teaching and assessment are shared and curriculum development proceeds in a coordinated fashion.

Objective 2C.

Maximize student satisfaction and engagement.

The college will:

- Conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle
- Conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years
- Facilitate cross-disciplinary conversations focused on best practices related to retaining both underprepared and traditional students
- Enhance and support a wide variety of social and academic student activities, with the input and guidance of ASLCSC
- Expand infrastructure intended to entice students to reside on campus.

Goal 3

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Strengthen and expand collaborative relationships and partnerships.

Objective 3A.

Increase volunteer, internship and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry.

Objective 3B.

Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will create a list of faculty expertise that may be available for consultation to committees and boards of local organizations. Faculty and staff will actively participate in statewide development of processes and systems to strengthen the K-20 partnership. LCSC will foster, promote, and support student, faculty, and staff research/projects that benefit the community and region.

Objective 3C.

Increase cooperation and engagement with the alumni for the advancement of the college.

LCSC will invite alumni to participate in ongoing networking activities and campus events, create an alumni mentorship program for students, and incorporate alumni presence and testimonials in institutional advertising campaigns and recruiting efforts.

Objective 3D.

Advance the college with community members, business leaders, legislators, and current and future donors.

The college will invite local community and business leaders to participate in college activities, arrange for current students and alumni to meet with key individuals to promote the benefits of higher education and the needs of LCSC. LCSC will create opportunities for business and political leaders and future donors to engage in learning sessions with current students.

LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics (NAIA) "Champions of Character" student-athlete program.

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.

Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Budget and assessment instruments will provide clear links to the strategic plan. Information regarding existing and expected financial resources and targeted priorities will be readily available.

Objective 4B.

Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure (Appendix 5) and implement modifications to streamline processes and enhance communication.

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Objective 4C.

Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

The college will assess and update the Facilities Master Plan on an annual basis, with priority given to classrooms and teaching. The college will implement building maintenance initiatives to increase energy efficiency, use of green technology, and recycling.

Objective 4D.

Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies, and ensure required infrastructure is in place.

LCSC will create an inventory schedule of campus physical resources that includes lifespans, maintenance contracts, estimated replacement dates and update the schedule on an annual basis. The college will develop a campus-wide funding plan for maintenance and replacement of resources.

Objective 4E.

Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant writing efforts at both the departmental and institutional level. LCSC will collaborate with public and private stakeholders to generate the resources necessary to expand facilities and programs and will broaden communication and outreach to connect the entire college community to the Foundation and evolving fundraising initiatives.

Appendix 1

HISTORICAL PERSPECTIVE AND CURRENT DESCRIPTION

Evolution of Name

- 1893--Lewiston State Normal School (LSNS)
- 1947--North Idaho College of Education (NICE)
- 1955--Lewis-Clark Normal School (LCNS)
- 1971--Lewis-Clark State College (LCSC)

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893. It originally was designated Lewiston State Normal School, reflecting its early mission as a teacher training institution. In the ensuing years its name has been changed to North Idaho College of Education (1947), Lewis-Clark Normal School (1956) and finally Lewis-Clark State College (1971). The state legislature and the Idaho State Board of Education authorized the latest name change in recognition of the college's expanded role as an undergraduate institution, including programs in liberal arts, professional studies and technology.

In addition to its on-campus educational opportunities, LCSC offers instructional programs in Coeur d'Alene and at outreach centers located in Grangeville and Orofino. A variety of alternative learning formats is available, making higher education accessible throughout northern Idaho and eastern Washington. LCSC shares a place in the state's higher education system with the University of Idaho, Idaho State University and Boise State University, which collaborate to offer an array of outstanding educational programs. The four institutions operate under a governing board appointed by Idaho's governor.

LCSC is a regional State College, with a three-part mission that encompasses traditional academic programs, professional-technical education programs, and community college and community service programs. The college's undergraduate instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees. The college also offers a number of programs leading to certificates. In accordance with its mission statement approved by the Idaho State Board of Education and Idaho Code, LCSC's programs emphasize the liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, and professional-technical education. Other emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body. The institution also conducts selected research studies and provides a variety of life-long learning opportunities through its continuing education programs. LCSC works in collaboration with other state and regional postsecondary institutions to serve its diverse constituencies: students, business and industry, the professions, public sector groups, and special constituencies within the region and throughout the state.

Appendix 2

ENVIRONMENTAL SITUATION

Key Planning Factors and Limitations

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25- to 34-year old cohort) with a college certificate or degree by 2020. At the time of writing of this plan, LCSC had not yet been assigned a specific numerical target by the Board within its overall system-wide goal, but the following factors will affect LCSC's output.

LCSC is essentially an open-access institution—reducing admission standards would not likely generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell low to modest growth in the number of secondary students and good, but flat, high school graduation rates. It is therefore not likely that the output of the K-12 pipeline would lead to a dramatic increase in enrollment at LCSC during the five-year planning window.

While a dramatic increase in Idaho's high-school graduation rates is not foreseen during the five-year planning window, LCSC may be able to take action to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation.

Although the national and Idaho 60% goals have been based on the premise that 60% of jobs in 2020 will require some degree of college education, the current and projected proportion of college educated employees within the Idaho workforce seems to be at a market clearing level of 36%, according to a Legislature's Office of Performance Evaluation. Currently, unemployment in Idaho is low compared to many states in the region. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the 5-year planning horizon. In fact, improving employment rates in Idaho would likely reduce the applicant pool as workers enter or re-enter the work force as the effects of the recession ease.

Infrastructure: Currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five year planning window, the College, if necessary, could increase faculty and staff office space and parking. While expansion on such a scale is theoretically possible, it is unlikely to be necessary within the five-year planning window, barring a dramatic increase in current campus headcount enrollment trends, currently averaging 3% per year. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate increase to 6% per year, the main campus student population would increase 50% by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. A strategic initiative is underway to provide a joint facility to serve LCSC, NIC, and UI students and staff on the NIC campus. The new facility would not likely be opened until the end of the current five-year planning window, and efforts are underway to find additional facility options to support LCSC operations at Coeur d'Alene in the interim. Infrastructure at the other current LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

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Deferred maintenance needs over the course of the five-year planning window are estimated at roughly \$25 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and the Fine Arts Building). For the main campus, LCSC's strategy for the five-year planning window is to focus on upgrades of existing facilities rather than erecting major new facilities.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize classroom/lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, flooring).

Available student housing units are not currently at maximum capacity. A study is underway (Presidential Guidance-50) on possible strategies to add bed spaces. If projected trends warrant, it would be feasible to add new student housing by the end of the five-year strategic planning window and to convert some older housing units in the LCSC inventory to other uses, including office space.

On-campus and neighborhood parking is adequate to sustain employee and student operations through the remainder of FY2013. The College has acquired additional property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) if/when needed. Parking options for LCSC's downtown operations are more limited, and cooperation with the City and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability that needs to be addressed is the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with off-campus entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education in its growth plans, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not be significantly expanded without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are already high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Hiring and funding an expansion, spread over the next five years, would be technically feasible, based on peak hiring periods over the past decade, but would require careful planning and coordination.

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While increased utilization of distance learning technology could alleviate stress on physical infrastructure, physical infrastructure is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14.3 to one, and 12.5 to one, respectively) may not yet be at a maximum level, however, the mode of delivery of courses is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Higher Education was used as a rainy day reserve to support other state operations, most notably K-12 support, during the economic downturns in FY2002 and in the prolonged recession which began after FY2009. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education.

Since FY2009, the state has not provided sufficient funding to cover maintenance of current operation costs (inflation, replacement of capital items, and employee salaries), nor has it funded LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request which directly supports SBOE goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Only one CEC increase has been funded during the past four years, and half of the cost of that increase was transferred by state policymakers to student tuition.

There has been significant political support for funding community college operations in the Treasure Valley, though little interest, as yet, in equalizing tuition rates among the three Idaho community colleges and no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school. However, there has been no support for funding directed to higher education for this purpose. The dual impact of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now providing a greater portion of LCSC revenue than the general fund appropriation. Notwithstanding the fact that reduced state support has necessitated tuition increases to sustain higher education operations, and despite the fact that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon Federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases, and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Costs for employee and State Board mandated student healthcare plans are ballooning and threaten to have a significant impact on college access for students. Increased tax rates and sluggish economic growth may further reduce college enrollment.

Economic and population growth within LCSC's local operating area, Region II, has been flat. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

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Implications for Lewis-Clark State College: The College cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

Appendix 3

Strategic Plan Steering Committee

Chair: Allen Schmoock, Information Technology
Harold Crook, Humanities Division
Doug Cruthirds, Associated Students LCSC
Laura Earles, Social Sciences Division
Howard Erdman, Institutional Research, Planning and Assessment
Debbie Goodwin, Business Division
Rocky Owens, Coeur d'Alene Center
Andrew Hanson, Vice President for Student Affairs
Rachel Jameton, Natural Sciences and Mathematics Division
Kathy Martin, Community Programs and Governmental Relations
Joni Mina, Business Technology and Service Division
Sue Niewenhous, Library Services
Jeff Phelps, Controller
Janis Van Hook, President's Office

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Appendix 4

STRATEGIC PLAN TIMELINE

February 2012	Planning Retreat involving 40 participants for two days
April 2012	President appoints and charges the Strategic Plan Steering Committee
April–October 2012	Strategic Plan Steering Committee develops proposed goals and objectives
November 2012	Strategic Plan Steering Committee conducted comment forums on proposed goals and objectives for targeted audiences
November 2, 2012	Coeur d’Alene Center faculty, staff and student leadership
November 5, 2012	All campus audience
November 8, 2012	Students
November 13, 2012	Board of Directors for the College Foundation and the Alumni Association
November 15, 2012	Faculty
November 28, 2012	President charges the Strategic Plan Steering Committee to refine goals and objectives and to develop strategies to accomplish the objectives
December 2012	Strategic Plan Steering Committee submits the draft plan to the President
January–March 2013	The college administration refines the draft plan submitted by the Strategic Plan Steering Committee
April 2013	Administration distributes refined plan to the campus community

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Lewis-Clark State College – Performance Measure Data

Goal 1		A Well Educated Citizenry:			
		<i>Lewis-Clark State College supports the Idaho State Board of Education's efforts to provide opportunities for individual advancement.</i>			
	Benchmarks	FY 2009	FY 2010	FY 2011	FY 2012
SBOE Objective A:		ACCESS - Support the Idaho State Board of Education's efforts to improve access for individuals of all ages, abilities, and economic means to Idaho's educational system.			
High school students participating in concurrent enrollment programs (headcount and total credit hours):					
Headcount	Annual Enrollment - 1,300	1,081	1,241	1,488	1,805
Credit Hours	Annual Total Credit Hours - 6,000	4,742	5,134	6,103	6,972
Scholarship dollars awarded per student FTE	\$1,950	\$1,761	\$1,722	\$1,624	\$1,728
SBOE Objective B:		Higher Level of Educational Attainment - Support the Idaho State Board of Education's efforts to increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.			
The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled	20	20	20	19	23
First-year/ full-time cohort retention rate	60%	52%	50%	54%	57%
First-year/ full-time cohort 150% graduation rate	30%	27%	24%	28%	31%
SBOE Objective C:		Adult Learner Re-Integration - Support the Idaho State Board of Education's efforts to improve the processes and increase the options for re-integration of adult learners into the education system.			
Number of adults enrolled in customized training (including statewide fire and emergency services training programs).	3,700	3,138	3,289	2,921	3,627

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		Transition - Support the Idaho State Board of Education's efforts to improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.			
SBOE Objective D:					
First-time licensing/certification exam pass rates for professional programs	Meet or exceed national average				
NCLEX-RN - National %		86%	88%	89%	90%
NCLEX-RN - LCSC %	"	90%	80%	95%	89%
NCLEX-PN National %		85%	86%	87%	84%
NCLEX-PN - LCSC %	"	67%	75%	100%	86%
ARRT (RAD) National %		91%	92%	93%	93%
ARRT - LCSC%	"	100%	92%	100%	100%
Social Work (ASWB)-National %		79%	78%	78%	*
Social Work (ASWB)-LCSC %	"	90%	92%	88%	*
Percentage of responding LCSC graduates with positive placement	90% of responding LCSC graduates will have positive placement	97%	91%	91%	92%
					* FY2012 ASWB report will not be available until August 2013.
Goal 2		Critical Thinking and Innovation:			
		<i>Lewis-Clark State College supports the Idaho State Board of Education's efforts to provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, and think critically, and are creative.</i>			
		FY 2009	FY 2010	FY 2011	FY 2012
SBOE Objective A:		Critical Thinking, Innovation, and Creativity -Support the Idaho State Board of Education's efforts to increase research and development of new ideas into solutions that benefit society			
Institution funding from competitive grants	\$2.0m	\$2,774,507	\$3,376,815	\$4,467,076	\$2,846,439

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ETS Proficiency Profile critical thinking construct	LCSC will score at the 80 th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.	86% (FY2008)	NA	88%	NA
Number of students participating in internships	TBD	TBD	TBD	TBD	TBD
Number of students participating in undergraduate research (LCSC Research Symposium participant)	290	212	205	243	237
The number of presentations at the LCSC Senior Research Symposium	230	107	122	153	200
SBOE Objective B:		Quality Instruction- Support the Idaho State Board of Education's efforts to increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff			
State of Idaho Classified Staff Pay Schedule	Classified Staff pay will be 90% of Policy.*	36%	23%	19%	17%
College and University Professional Association for Human Resources (C.U.P.A.) - Administrative Salary Survey	Compensation for professional staff (Administrative) will be 90% of the average C.U.P.A. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College.*	73%	79%	31%	46%
C.U.P.A. Mid-Level and Professional Salary Survey	Compensation for professional staff (mid-level and professional) will be 90% of average C.U.P.A. Mid-Level and Professional Survey median for institutions in the same budget quartile as Lewis-Clark State College.*	68%	66%	49%	60%
Integrated Postsecondary Education Data System (IPEDS), Human Resources Report	Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS.**	90%	89%	87%	86%
Notes: *These values represent the percentage of each group that are being paid 90% or more of their respective median comparators.					

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	** The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.				
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	The percentage of first-time students passing the PRAXIS II will exceed 90%.	91%	88%	92%	90%
GOAL 3		Effective and Efficient Delivery Systems:			
		<i>Lewis-Clark State College supports the Idaho State Board of Education's efforts to ensure educational resources are used efficiently.</i>			
		FY 2009	FY 2010	FY 2011	FY 2012
SBOE Objective A:		Cost Effective and Fiscally Prudent – Support the Idaho State Board of Education's efforts to increase productivity and cost-effectiveness.			
Cost per successfully completed weighted student credit hour		\$335.29	\$293.16	\$288.57	\$260.96
Average net cost to attend public 4 year institution	TBD				
Certificate (at least one year) and degree completions per \$100,000 of education and related spending	2.5	2.0	2.1	2.1	2.7
Average number of credits earned at completion of certificate or degree program	Associates- 70 (SBOE Benchmark)	124	116	108	107
	Bachelors - 130 (SBOE Benchmark)	148	147	148	148
Institutional reserves comparable to best practice.	A minimum target reserve of 5% of operating expenditures.	3.4%	3.5%	3.5%	3.8%
SBOE Objective B:		Data Informed Decision Making - Support the Idaho State Board of Education's efforts to increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.			

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LCSC will support the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data.	Completed by 2015	In Progress	In Progress	In Progress	In Progress
Objective C:		Educational Efficiencies -Increase LCSC's use of distance learning to improve efficient use of resources.			
Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses	8,000	5,031	6,878	7,431	7,945



Eastern Idaho Technical College
Strategic Plan FY14 – FY18

Revised April 2013

Vision

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

Mission

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

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: **Access** - (measured elsewhere in this plan)

Objective B: **Higher Level of Educational Attainment** – Increase the educational attainment of Idahoans through participation and retention in Idaho's educational system.

Method 1: Monitor labor market needs and review the need for new occupational training programs and community education/workforce training courses.

- Performance Measure: The number of occupational training programs and workforce training courses identified as needed to respond to labor market needs.
- Benchmark: Identify at least one (1) occupational training program and at least five (5) workforce training courses to respond to labor market needs.

Method 2: Determine the feasibility of developing one (1) new occupational training program and five (5) workforce training courses identified in Method 1 as needed to respond to labor market needs.

- Performance Measure: Completion of feasibility analysis for one (1) new occupational training program and five (5) community education/workforce training courses.
- Benchmark: Feasibility analyses will be completed for one (1) new academic program and five (5) community education/workforce training courses. Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Method 1: Increase the academic outcomes of students enrolled in Adult Basic Education (ABE) classes to: assist individuals become more capable and productive community members; improve individual skills in reading, math, writing, and English as a second language; and prepare students to successfully complete the GED and/or COMPASS tests as appropriate.

Performance Measure: Academic gains of students.

Benchmark: Meet the State NRS targets for academic gains at all levels.

Method 2: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

- Performance Measure: Number of potential students receiving pre-enrollment counseling.
- Benchmark: Increase number of students served, during each academic year, by at least one percent (1%).

Method 3: Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

- Performance Measure: Development of feasibly possible program(s) and community education/workforce training courses.
- Benchmark: All feasibly possible academic program(s) and community education/workforce training courses will be developed.

Method 4: Monitor remedial needs in English and Math

- Performance Measure: Number and percentage of students successfully completing remedial English and Math (ENG 90 and MAT 100, respectively)
- Benchmark: Successful completers shall exceed 80%

Method 5: Ensure continuing services of the Tutoring Center by augmenting federal grant dollars through additional local or appropriated funding.

- Performance Measure: Funding level adjusted to student demand based on contact hours.
- Benchmark: Total funding for the Tutoring Center will be (FY 2012 funding ÷ FY 2012 contact hours) × projected contact hours for budget year.

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Method 6: Percentage of post-secondary students who are retained in degree and certificate professional-technical programs.

- Performance Measure: Number of full-time students returning for a second year (fall to fall) for programs over one year.
- Benchmark: Returning students shall exceed 70%

- Performance Measure: Number of full-time students who completed programs of less than one year
- Benchmark: Completing students shall exceed 80%

Objective D: **Transition** – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

- Performance Measure: Number of certificate and degree completions per 100 FTE
- Benchmark: Maintain award percentage over 35%

Objective E: **Encourage collaboration with college service area's labor market.**

- Performance Measure: Number of times EITC is mentioned in the public media or EITC-distributed brochures as a resource for work force training.
- Benchmark: Increase number of times by at least three (3) per year from FY 2013 levels.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: **Critical Thinking, Innovation and Creativity** – (Not currently measured)

Objective B: **Quality Instruction** – Implement faculty improvements based upon feedback from faculty evaluations by faculty, peers, students and division managers.

- Performance Measure: Number of newly implemented improvements suggested by students via faculty evaluations.
- **Benchmark:** Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.

GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Method 1: Increase reach of the EITC Tutoring Center and the services provided by the Tutoring Center.

- Performance Measure: Number of student contact hours.
- Benchmark: Increase number of student hours, during each academic year, by at least one percent (1%).

Method 2: Monitor cost to deliver educational resources

- Performance Measure: Total cost per credit hour
- Benchmark: Maintain cost per credit hour within 20% of IPEDS peers

- Performance Measure: Total cost of certificate or degree completions (one year or longer) per \$100,000 of campus spending (e.g. cost of instruction, maintenance, operations)
- Benchmark: Maintain completion costs within 20% of peers

- Performance Measure: Institutional reserves comparable to best practice.
- Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective B: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

- Performance Measure: Provide data to workforce longitudinal data system with the ability to access timely and relevant data.
- Benchmark: Completed by 2015.

GOAL 4: Provide high quality admission and student support.

Objective A: Provide multiple opportunities to obtain feedback from students and implement improvements and changes based on student feedback.

Performance Measure: Students have the opportunity to respond to current procedures and experiences during their educational education at EITC. Students have the opportunity to fill out Faculty evaluations/surveys each semester and Noel Levitz yearly.

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Each of these surveys target student services, library, financial aid and overall campus experiences.

Benchmark: Implement three (3) changes or solutions identified by the current surveys.

Objective B: Promote a continuing safe environment.

- Performance Measure: Ongoing review of Emergency Response Plan with appropriate changes made to plan.
- Benchmark: Throughout the year, at quarterly meetings, the Safety Committee will review the components of the Emergency Response Plan and modify it as appropriate to support a safe learning environment.

- Performance Measure: Ongoing use of formal on-line safety training
- Benchmark: 100% completion of safety training by all full time faculty and staff.

- Performance Measure: Safety briefings to faculty and staff
- Benchmark: Incorporate safety training into each in-service meeting at start of terms

GOAL 5: ACHIEVE ACCREDITATION OBJECTIVES

Objective A: Be supportive by providing a safe, clean, inviting, and functional campus setting. EITC provides comprehensive student support from pre-enrollment through employment (admissions, financial aid, placement, library, business office, Center for New Directions, Adult Basic Education, etc.)

Method 1: EITC students and staff feel safe and secure.

- o Performance Measure: Safety and Security measure on annual survey.
- o Benchmark:
 - Students report less than a 1.0 gap between importance of safety and security and level of agreement.
 - Faculty and staff report less than a 1.0 gap between importance of safety and security and level of agreement.

Method 2: EITC provides effective support services.

- Performance Measure: Student perception of the value of services offered through the EITC Tutoring Center.
- Benchmark: Student satisfaction of services offered through the EITC Tutoring Center will be 3.0 or higher on student survey.

- Performance Measure: EITC admissions services meet the expectations of students.

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- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.
- Performance Measure: EITC admissions services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement.
- Performance Measure: EITC financial aid services meet the expectations of students.
- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.
- Performance Measure: EITC financial aid services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement
- Performance Measure: EITC library services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement

Objective B: Provide an atmosphere that fosters communication and growth.
Communication includes both external communication with community, state, and other stakeholders and internal communication among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty.

Method 1: Communicate effectively with the community

- Performance Measure: Publish and distribute college newsletter
- Benchmark: 6 issues per year minimum
- Performance Measure: Conduct forums to foster creativity
- Benchmark: President will hold 2 forums per year to collect innovative ideas from the campus community. Maintain document to include ideas collected and acted upon.
- Performance Measure: Maintain a variety of campus committees and measure activity at critical committees
- Benchmark: 90% attendance by members

Method 2: Encourage relevant professional development

- Performance Measure: Provide funds for faculty and staff professional

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development

- Benchmark: maintain or increase level of available funds
- Performance Measure: Percent of faculty that participate in professional development
- Benchmark: 80% of full-time faculty will participate in professional development annually
- Performance Measure: Percent of staff that participate in professional development
- Benchmark: 80% of full-time staff will participate annually
- Performance Measure: Provide opportunities for professional development on campus
- Benchmark: Provide a minimum of 2 professional development activities on campus annually.

Method 3: Develop and maintain partnerships with stakeholders

- Performance Measure: Provide customized training to local industries
- Benchmark: Increase headcount yearly
- Performance Measure: Conduct employer follow-up
- Benchmark: Annual survey to collect satisfaction
- Performance Measure: Maintain labor market awareness
- Benchmark: Review DOL labor data annually

Objective C: Be accountable and a good steward of the funds entrusted to it through state appropriations, grants, student fees and other sources; seek to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent.

Method 1: Gather and utilize data for informed decision making.

- Performance Measure: Annual program graduate placement survey
- Benchmark: 85% training related placement
- Performance Measure: Fall to spring semester/fall to fall retention study
- Benchmark: 85% retention goal
- Performance Measure: Graduation rate study
- Benchmark: 50% graduation rate
- Performance Measure: Program enrollment reports

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- Benchmark: Maintain semester/annual enrollments based on documented needs

Method 2: Regularly review and update programs

- Performance Measure: Annual program learning outcomes assessment
- Benchmark: Continuous improvement of students meeting expected learning outcomes
- Performance Measure: Maintain active program advisory committees
- Benchmark: 2 meetings per year

Method 3: Utilize resources efficiently

- Performance Measure: Room utilization
- Benchmark: Increasing room utilization factors
- Performance Measure: Energy and water consumption
- Benchmark: Annually decrease consumption

Objective D: Be a place of learning where students learn and develop workplace skills; use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community

Method 1: Incorporate the use of most appropriate technologies

- Performance Measure: Percentage of faculty using learning management system
- Benchmark: Increase percentage annually to reach 100%
- Performance Measure: Number of courses via hybrid/on-line technology
- Benchmark: Increase percentage annually

Method 2: Provide rigorous and relevant instruction

- Performance Measure: Active program advisory committees
- Benchmark: 2 meetings per year
- Performance Measure: Performance on certification exams
- Benchmark: Student performance meets or exceeds 80% success rates
- Performance Measure: Performance on Technical Skills Assessments
- Benchmark: Performance meets or exceeds State's agreed upon standards
- Performance Measure: Student perception of instructional effectiveness
- Benchmark: Students report positive perception on annual assessment

Key External Factors

(Beyond the control of Eastern Idaho Technical College)

Funding: Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules: Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government: A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.

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Objective	Performance Measure	Benchmark/s	FY13 Results	FY12 Results	FY11 Results	FY10 Results
GOAL 1: A WELL EDUCATED CITIZENRY						
A: Access						
B: Higher Level of Educational Attainment – Increase the educational attainment of Idahoans through participation and retention in Idaho's educational system.	The number of occupational training programs and workforce training courses identified as needed to respond to labor market needs.	Identify at least one (1) occupational training program and at least five (5) workforce training courses identified to respond to labor market needs	WFT - 5 programs and 8 classes-met goal	WFT - No programs and 11 classes - met goal	WFT- No programs and 11 classes-met goal	WFT-1 program and 8 classes-met goal
	Completion of feasibility analysis for one (1) new occupational training program and five (5) workforce training courses.	Feasibility analyses will be completed for one (1) new occupational training program and five (5) workforce training courses. Development of new occupational training program(s) and workforce training courses deemed feasibly possible	WFT - Four programs and eight classes-met goal	WFT- No programs and 11 classes-met goal	WFT- No programs and 11 classes-met goal	WFT-One program and eight classes-met goal
C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system	Academic gains of students	Meet the State NRS targets for academic gains at all levels.	Data for FY2013 not available	ABE 1 41%* ABE 2 53%* ABE 3 52%* ABE 4 37%* ABE 5 33%* ESL 1 45%* ESL 2 39% ESL 3 47%* ESL 4 47%* ESL 5 37%* ESL 6 29%*	ABE 1 64%* ABE 2 43% ABE 3 58%* ABE 4 36%* ABE 5 41%* ESL 1 20% ESL 2 42% ESL 3 32% ESL 4 28% ESL 5 30% ESL 6 20%*	ABE 1 54% ABE 2 50%* ABE 3 46%* ABE 4 33% ABE 5 31% ESL 1 43% ESL 2 33% ESL 3 32% ESL 4 26% ESL 5 6% ESL 6 21%*
	Number of potential students receiving pre-enrollment counseling.	Increase number of students served, during each academic year, by at least one percent (1%).	258	411	518	686
	Development of feasibly possible program(s) and workforce training courses.	All feasibly possible occupational training program(s) and workforce training courses will be developed.	completed	completed	completed	complete d
	Number and percentage of	Successful completers shall	Data for FY2013 not	95, 74%	119, 71%	122, 85%

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	students successfully completing remedial English and Math (ENG 90 and MAT 100, respectively)	exceed 80%	available			
	Funding level adjusted to student demand based on contact hours.	Total funding for the Tutoring Center will be (FY 2012 funding ÷ FY 2012 contact hours) × projected contact hours for budget year.	Data for FY2013 not available	***	***	***
	Number of full-time Students returning for a second year (fall to fall) for programs over one year.	Returning students shall exceed 70%	Data for FY2013 not available	53%	44%	39%
	Number of full-time students who completed programs ≤ 1 Academic Year * Including the Professional Truck Driving	Completing students shall exceed 80%	Data for FY2013 not available	81%	82%	***
D: Transition	Number of certificate and degree completions per 100 FTE	Maintain award percentage over 35%	Data for FY2013 not available	42%	39%	36%
E: Collaboration with Market	Number of times EITC is mentioned in public media or EITC-distributed brochures as a resource for work force training.	Increase number of times by at least three (3) per year from FY 2013 levels.	6 issues	6 issues	6 issues	6 issues
GOAL 2: CRITICAL THINKING AND INNOVATION - The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative						
A: Critical Thinking, Innovation and Creativity						
C: Quality Instruction	Number of newly implemented improvements made by students via faculty evaluations.	Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.	Completed - Implemented new library guidelines and professional development for staff	***	***	***
GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.						
Objective A: Cost Effective and Fiscally Prudent - Increased productivity and cost-effectiveness.	Number of student contact hours.	Increase number of students served, during each academic year, by at least one percent (1%).	Data for FY2013 not available	5,195	4,879	5,407
	Total cost per credit hour	Maintain cost per credit hour within	Not available from IPEDS	Not available from IPEDS	+58%	+46%

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		20% of IPEDS peers (peer list)				
	Total cost of certificate or degree completions (one year or longer) per \$100,000 of campus spending (e.g. cost of instruction, maintenance, operations)	Declining Cost	0.26	0.28	***	***
	Institutional reserves comparable to best practice.	A minimum target reserve of 5% of operating expenditures.	>5%	>5%	>5%	>5%
B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.	Provide data to workforce longitudinal data system with the ability to access timely and relevant data.	Completed by 2015.	Ongoing production of data to SBOE for SLDS	Ongoing production of data to SBOE	Ongoing production of data to SBOE	***
GOAL 4: Provide high quality admission and student support.						
A: feedback from potential and current students	Noel-Levitz survey	Implement 3 changes or solutions identified by current surveys.	Data for FY2013 not available	College Parking changes implemented as a result from the Noel Levitz feedback		
B: Safety.	Ongoing review of Emergency Response Plan (ERP) with appropriate changes made to plan.	Throughout the year, at quarterly meetings, the Safety Committee will review the components of the Emergency Response Plan and modify it as appropriate to support a safe learning environment.	Meetings held, two changes made. Developed 1 page emergency response sheet	Complete reissue of plan.	Reviewed, no changes	Reviewed, no changes
	Ongoing use of formal on-line training	100% by full time faculty and staff	Data for FY2013 not available	***	***	***
	Safety briefings to faculty and staff	Incorporate into in-service training at start of (fall and spring) terms.	Completed	Completed	***	***
GOAL 5: ACHIEVE ACCREDITATION OBJECTIVES						
A: Be supportive by providing a safe, clean, inviting, and functional campus setting. EITC provides comprehensive student support from pre-enrollment through	Safety and Security measure on annual survey.	Students report less than a 1.0 gap between importance of safety and security and level of agreement	0.84	1.11	***	***
		Faculty and staff	0.65	0.83	***	***

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employment (admissions, FA, Placement, Library, business office, CND etc.)		report less than a 1.0 gap between importance of safety and security and level of agreement.				
	Student perception of the value of services offered through the Academic Skill Center.	Student satisfaction of services offered through the Tutoring Center will be 3.0 or higher on student survey.	0.6	0.42	***	***
	EITC admissions services meet the expectations of students.	Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.	0.66	0.51	***	***
	EITC admissions services meet the expectations of faculty and staff.	Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement.	1.06	0.81	***	***
	EITC financial aid services meet the expectations of students.	Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.	0.85	0.78	***	***
	EITC financial aid services meet the expectations of faculty and staff.	Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement	0.83	0.74	***	***
B: Provide an atmosphere that fosters communication and growth. Communications include both external communications with community, state, and other stakeholders and internal communications among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty.	Publish and distribute college newsletter	6 issues per year minimum	6 issues	6 issues	6 issues	6 issues
	Conduct forums to foster creativity	President will hold 2 forums per year to collect innovative ideas from the campus community. Maintain document to include ideas collected and acted upon.	Completed (Nov, Apr)	Completed (Nov, Apr)	Completed (Nov, Apr)	Complete d (Nov, Apr)
	Maintain a variety of meaningful campus committees and measure activity at critical committees.	90% attendance by members	>90%	***	***	***
	Provide funds for faculty and staff professional development	maintain or increase level of available funds	decreased	decreased	decreased	decrease d
	Percent of faculty that participate in professional development	80% of full-time faculty will participate in professional development	>90%	>90%	>90%	>90%

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		annually				
	Percent of staff that participate in professional development	80% of full-time staff will participate annually	> 80%	> 80%	>90%	>90%
	Provide opportunities for professional development on campus	Provide a minimum of 2 professional development activities on campus annually.	Completed	Completed	Completed	Completed
	Provide customized training to local industries	Increase headcount yearly	Data for FY2013 not available	11,684	13,040	15,967
	Conduct employer follow-up	Annual survey to collect satisfaction	Data for FY2013 not available	completed	completed	completed
	Maintain labor market awareness	Review DOL labor data annually	Data for FY2013 not available	completed	completed	completed
C: Be accountable and a good steward of the funds entrusted to it through state appropriations, grants, student fees and other sources; seek to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent.	Annual program graduate placement survey	85% training related placement	Data for FY2013 not available	70.3%	73.9%	68.2%
	Fall to spring semester(a)/fall to fall retention study (b)	85% retention goal	(a) 58% (b) 53%	(a) 75% (b.) 56%	***	***
	Graduation rate study	50% graduation rate	Data for FY2013 not available	53%	64%	56%
	Program enrollment reports	Maintain semester/annual enrollments based on documented needs	51%	61%		
	Annual program learning outcomes assessment	Continuous improvement of students meeting expected learning outcomes	Data for FY2013 not available	Completed	Completed	Completed
	Maintain active program advisory committees	2 meetings per year	Data for FY2013 not available	Completed	Completed	Completed
	Room utilization	Increasing room utilization factors	6%	4%	***	***
	Energy and water consumption	Annually decrease consumption	Analyzed cost saving procedures for FY2013-14 Year	***	***	***
D: Be a place of learning where students learn and develop workplace skills; use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community	Percentage of faculty using learning management system (LMS)	Increase percentage annually to reach 100%	100%	100%	***	***
	Number of courses via hybrid/on-line technology	Increase percentage annually	Data for FY2013 not available	Faculty challenge to offer hybrid or online courses where	***	***

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	Active program advisory committees	2 meetings per year	Completed	possible Completed	Completed	Completed
	Performance on certification exams	student performance meets or exceeds 80% success rates	Data for FY2013 not available	93%	>80%	>80%
	Performance on Technical Skills Assessments	performance meets or exceeds State's agreed upon standards	Data for FY2013 not available	93%	***	***
	Student perception of instructional effectiveness	students report positive perception on annual assessment	0.52	0.54	***	***

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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Approval – Stueckle Sky Center

REFERENCE

June 2012 Board approved alcohol waiver for Stueckle Sky Center

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

For the past five football seasons, the Board has granted an exception to Policy I.J. to allow alcohol service to patrons leasing seats in the Stueckle Sky Center in conjunction with University home football games and the Famous Idaho Potato Bowl. The University is again requesting Board approval to sell alcoholic beverages in the Sky Center during home games and the Potato Bowl in addition to the 2014 spring game, and if applicable, a conference championship game.

Boise State University utilizes campus security, Boise City Police, and other trained personnel to control and manage the use of alcohol sold during games. No serious issues or concerns have been reported in prior years. The University will utilize the same or an enhanced version of the security plan that has been in place for the past five seasons in order to mitigate risks associated with alcohol service.

As in previous years, the University will provide control measures and meet all requirements of Board policy, including the 2011 amendments to policy, regarding alcohol service. In addition, the University will only conduct alcohol sales in accordance with the following:

1. Alcohol service will be available in the Sky Center, which is enclosed and totally separate from the general seating areas. Alcohol service will only be available to patrons holding tickets to seats within the Sky Center.
2. Alcohol sales will begin no earlier than three hours prior to kick off and will end at start of the 4th quarter.
3. Two entry points at the North and South Elevator Towers will be manned by security personnel. Only those holding tickets to seats in the Sky Center will be granted entry.
4. Security personnel will be located on each floor of the Sky Center to monitor compliance with policies and patron behavior.
5. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
6. The Boise State University official campus food service provider will carry the alcohol license and liability insurance and will provide trained personnel to monitor the sale and consumption of alcohol.
7. No alcohol producers or distributors will be allowed to sponsor alcohol service.

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IMPACT

Since its inception, there have been no serious incidents relating to alcohol service in the Sky Center. This proposal creates a secure area where alcohol can be consumed in moderation in a controlled environment.

ATTACHMENT

Attachment 1 – Security Plan / Alcohol Report

Page 3

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 2012/13 football season.

BOARD ACTION

I move to approve the request by Boise State University to allow the sale of alcohol in the Sky Center during the 2013 home football season, Famous Idaho Potato Bowl, the 2014 spring game, and if applicable, a conference championship game as set forth herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Boise State University
2013 Football Season – Bronco Stadium
Security Plan and Alcohol Report
Stueckle Sky Center -- Caven Williams Sports Complex
Attachment 1

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 2013 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 2012 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.

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Level 3 - Loge Level

- Crowd Manager at the North 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.
- North 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.

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.

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- 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.

- 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.
- Tickets 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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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Alcohol Waiver – Caven Williams Sports Complex

REFERENCE

June 2012 Board approved pre-game alcohol waiver for Caven Williams Sports Complex

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

For the past eight football seasons, the Board has granted an exception to Policy, I.J. to allow service of alcohol on campus in conjunction with University home football games and the Idaho Famous Potato Bowl. The University is again requesting Board approval to provide alcohol service in a secured area within the Caven Williams Sports Complex prior to each 2013 home football game, a potential conference championship game, and the Famous Idaho Potato Bowl. 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.

Boise State University utilizes campus security, Boise City Police and other trained personnel to control and manage the use of alcohol. Even with increased attendance and sold-out games, no serious issues or concerns have been reported. The University will utilize the same or an enhanced security plan that has been in place for the past eight seasons. During good weather, alcohol will be served in a secure area established on the east patio of the Caven Williams Sports Complex. In the case of inclement weather, or as an alternative option, the secure alcohol area will be set up inside the Caven Williams Sports Complex, separated from the main area by secure fencing.

As in previous years, the University will provide control measures and meet all requirements of Board policy, including the 2011 amendments to policy, regarding alcohol service. In addition, the University will conduct pre-game activities under the following conditions:

1. All who enter the Caven Williams Sports Complex must be invited guests.
2. The event will begin three hours prior to kick off and end 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 confirm corporate hospitality invitations for all

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- 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 identify attendees over the age of 21.
 6. There will be a maximum of two secured entry points into the area where beer and wine are sold. Security personnel will check wristbands at the point of entry.
 7. Security personnel stationed throughout the area will monitor compliance with policies and patron behavior.
 8. No alcohol producers or distributors will 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 official food provider will carry the alcohol license and insurance and will provide trained personnel to monitor the sale and consumption of alcohol.
 11. Companies involved in the corporate hospitality area will receive a letter outlining the Caven Williams Complex Corporate Hospitality Area/Board alcohol policy. The letter will state that the minimum drinking age in Idaho is 21, underage drinking will not be tolerated, and intoxicated patrons will not be served.

IMPACT

Since its inception, there have been no serious incidents surrounding the pre-game alcohol service. 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 functions are beneficial to the University for sponsor and donor cultivation opportunities.

ATTACHMENT

Attachment 1 – Security Plan / Alcohol Report	Page 5
Attachment 2 – Caven Williams Patio Option	Page 7
Attachment 3 – Caven Williams Indoor Option	Page 8

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 2012/13 football season.

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BOARD ACTION

I move to approve the request by Boise State University to allow alcohol service during the 2013 football season in the Caven Williams Sports Complex as submitted in Attachment 2 and 3 and under the conditions outlined in Board Policy Section I.J. subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Boise State University
2013 Football Season – Bronco Stadium
Security Plan and Alcohol Report
Caven Williams Sports Complex
Attachment 1

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 2013 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 2012 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 the 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 the 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.

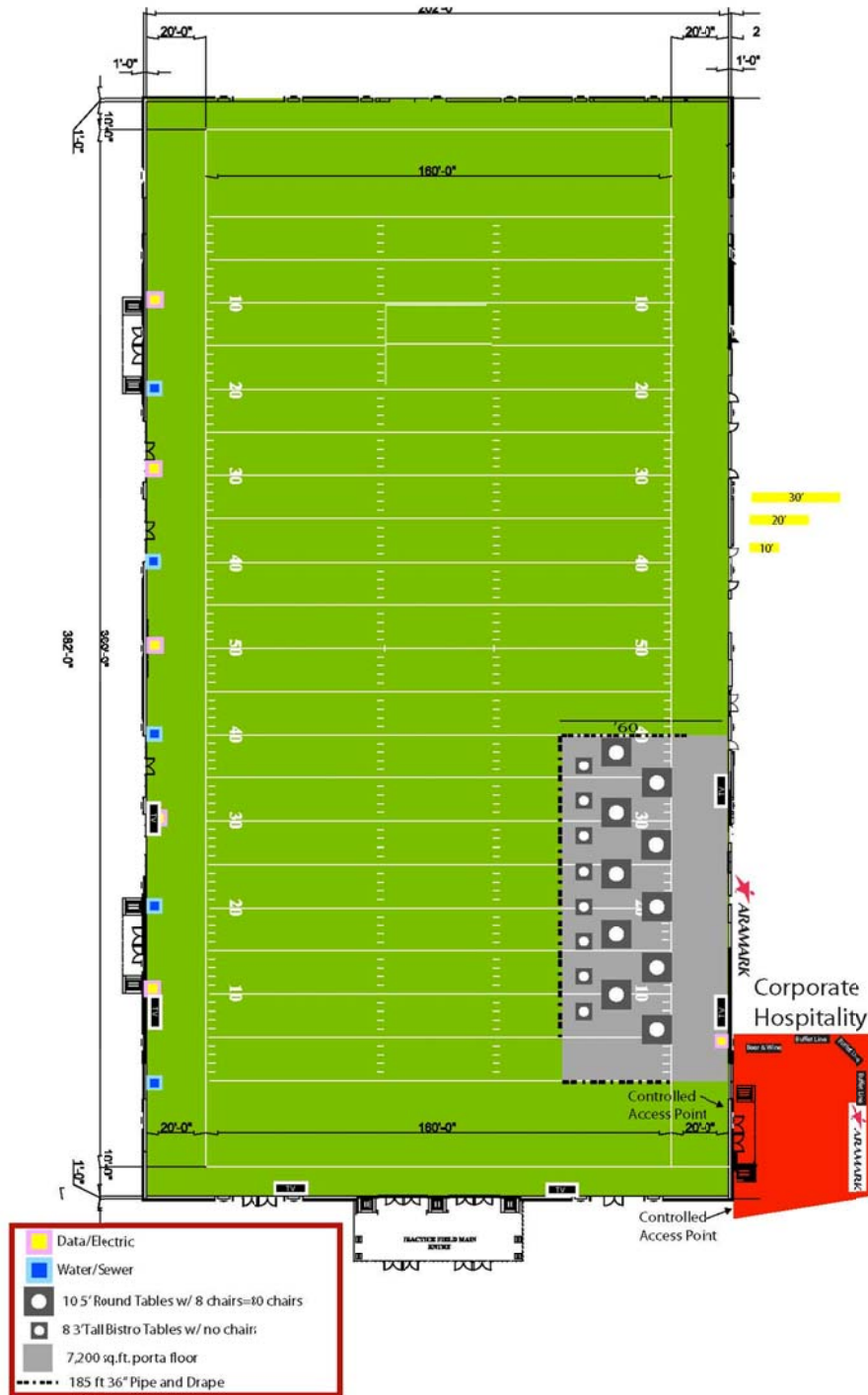
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- The Caven Williams Sports Complex will be secured to control access to and from the area.
- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for corporate hospitality invitations of 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 will be sent a letter outlining the Caven Williams Complex Corporate Hospitality Area/Board 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 2013 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.

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Cavern Williams Sports Complex
Patio Option – Clement Weather – Attachment 2



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IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-game Alcohol Service Approval

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.
June 2012	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2012 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 the institutions to offer alcohol service under limited circumstances for the past nine football seasons.

During the 2007 through 2012 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 2012 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 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.

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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 2013 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 Board 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 2013 home football games, including sales and service of alcohol.
11. A review of the 2013 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 2013 season.

ATTACHMENTS

Attachment 1 – Arial View of Designated Area – Holt Arena

Page 5

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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 2012/13 football season.

BOARD ACTION

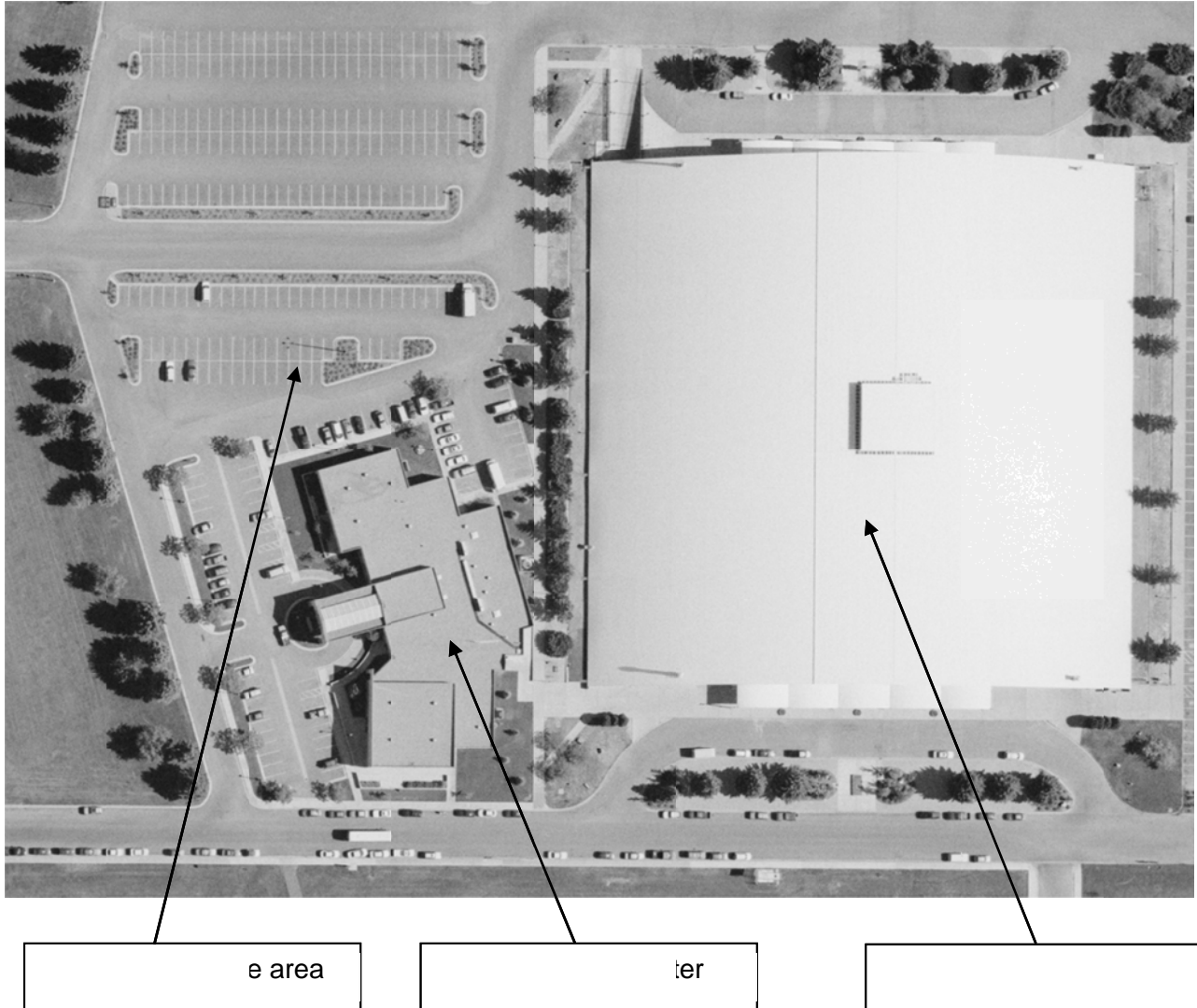
I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 2 and 3, for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J. for the 2013/14 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

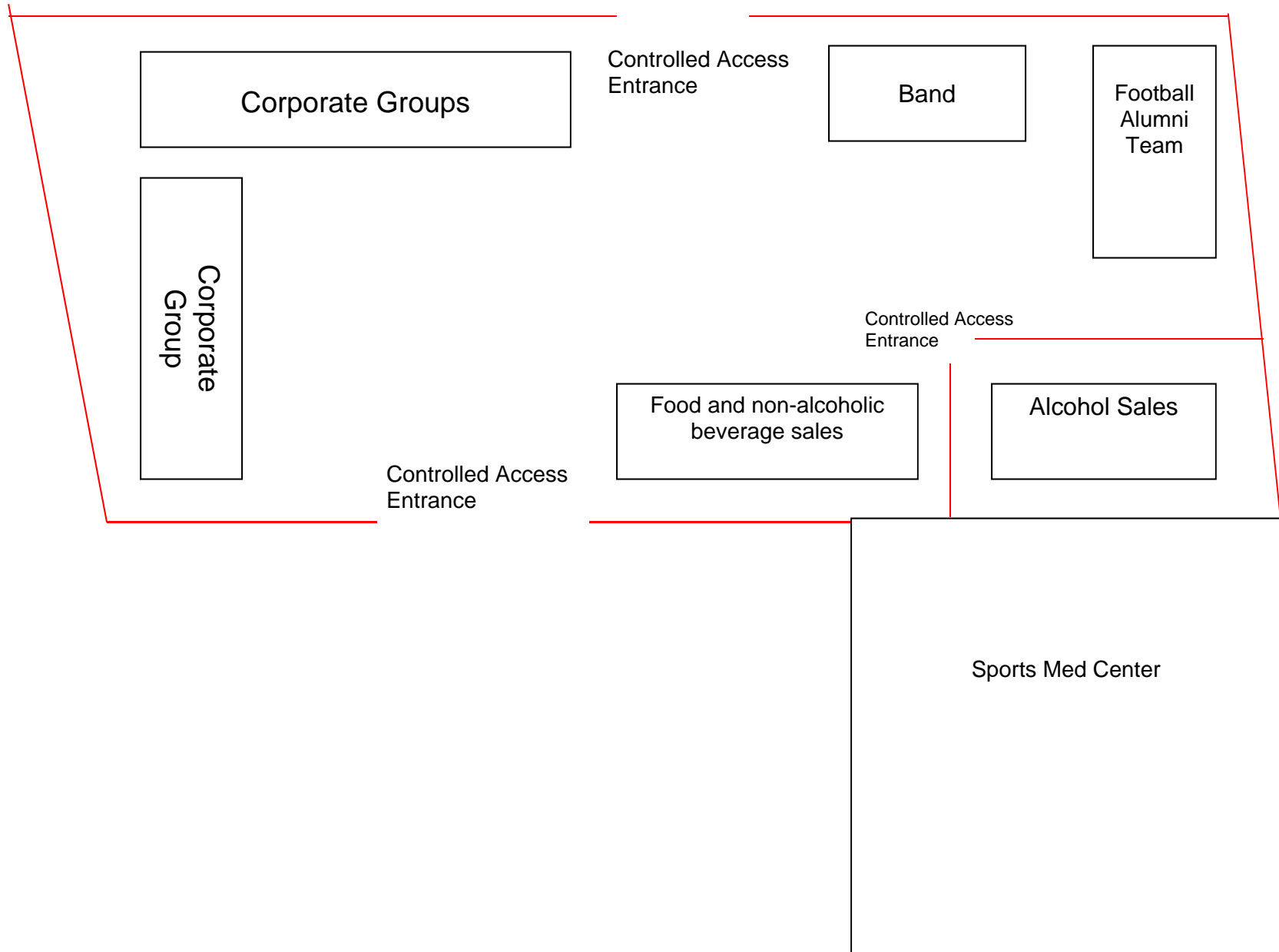
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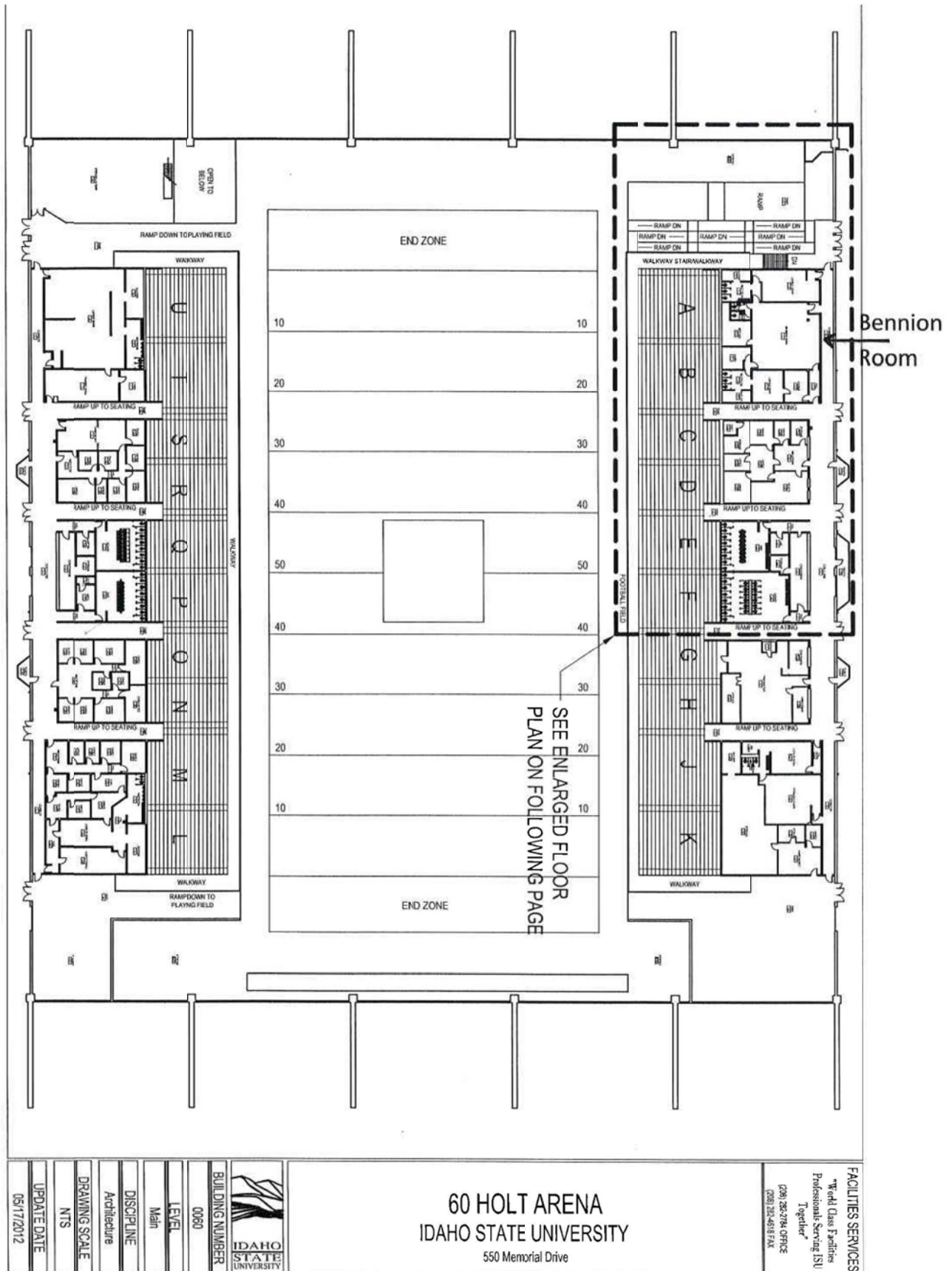
Aerial View of Holt Arena and Sports Med Center



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UNIVERSITY OF IDAHO

SUBJECT

Approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2013 football season.

REFERENCE

2004 – 2010	Board approved annually a request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
April 21, 2011	Board approval of revisions to Board 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 Board Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol.
June 21, 2012	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2012 football season.

APPLICABLE STATUTE, RULE, OR POLICY

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

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.

The University of Idaho (UI) seeks approval from the Board 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.

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

There have been no serious incidences regarding the pre-game service of alcohol during the 2004 through 2012 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

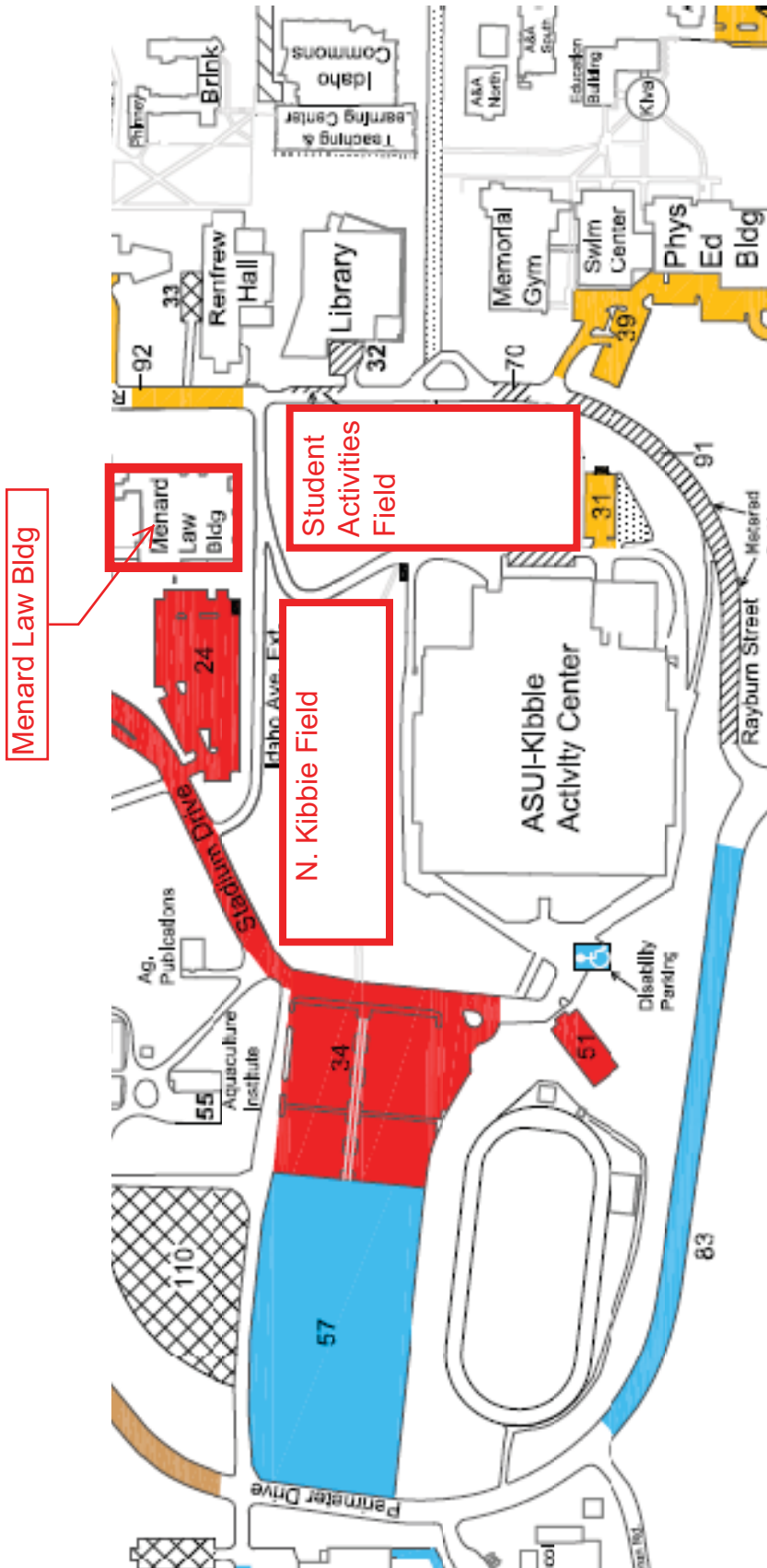
Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction 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 UI's report regarding service during the 2012/13 football season.

BOARD ACTION

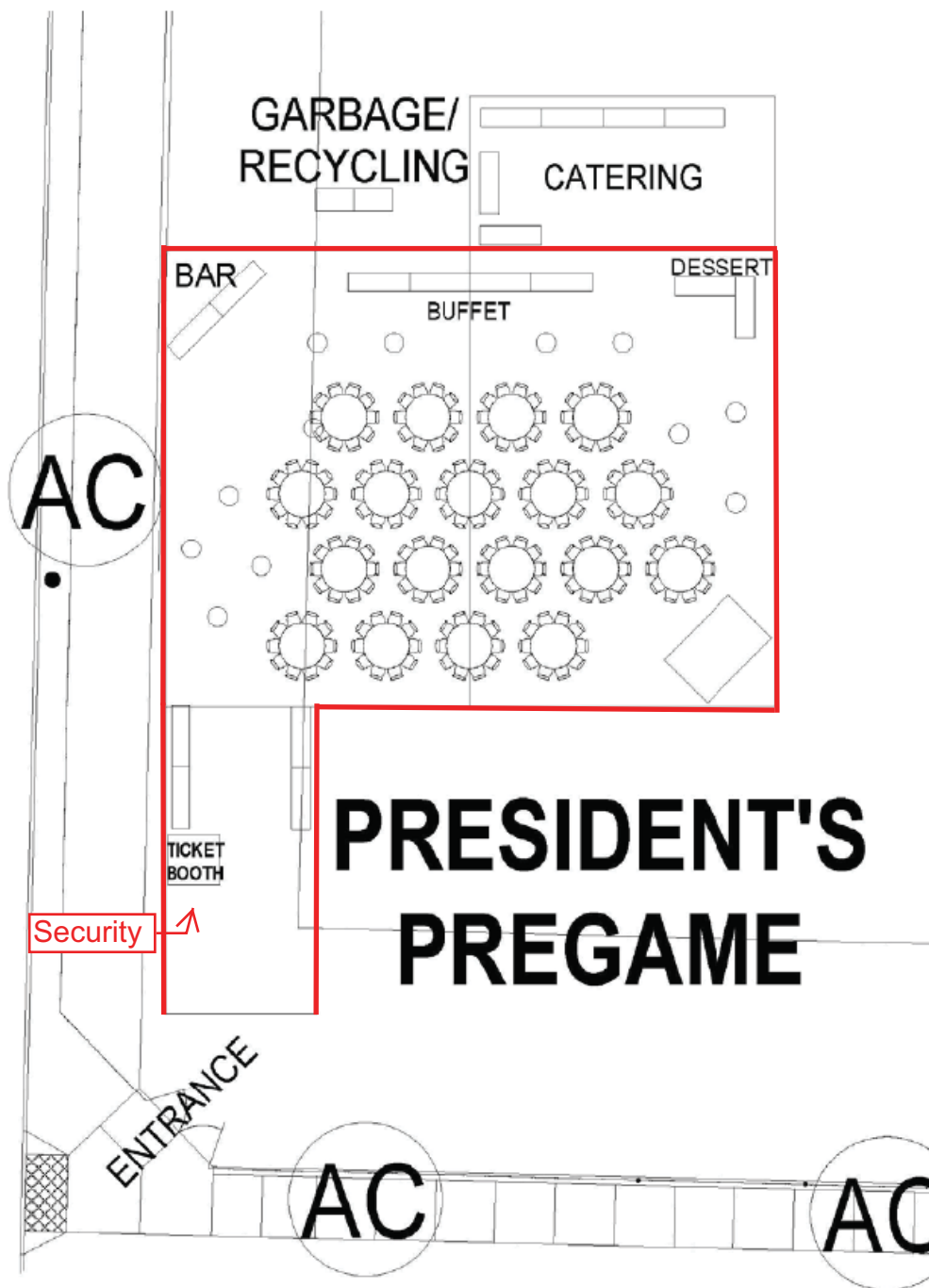
I move to approve the request by the University of Idaho to allow alcohol service during the 2013 football season in the North Kibbie Field, Student Activities Field, and the Menard Law Building foyer under the conditions outlined in Board policy section I.J., subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

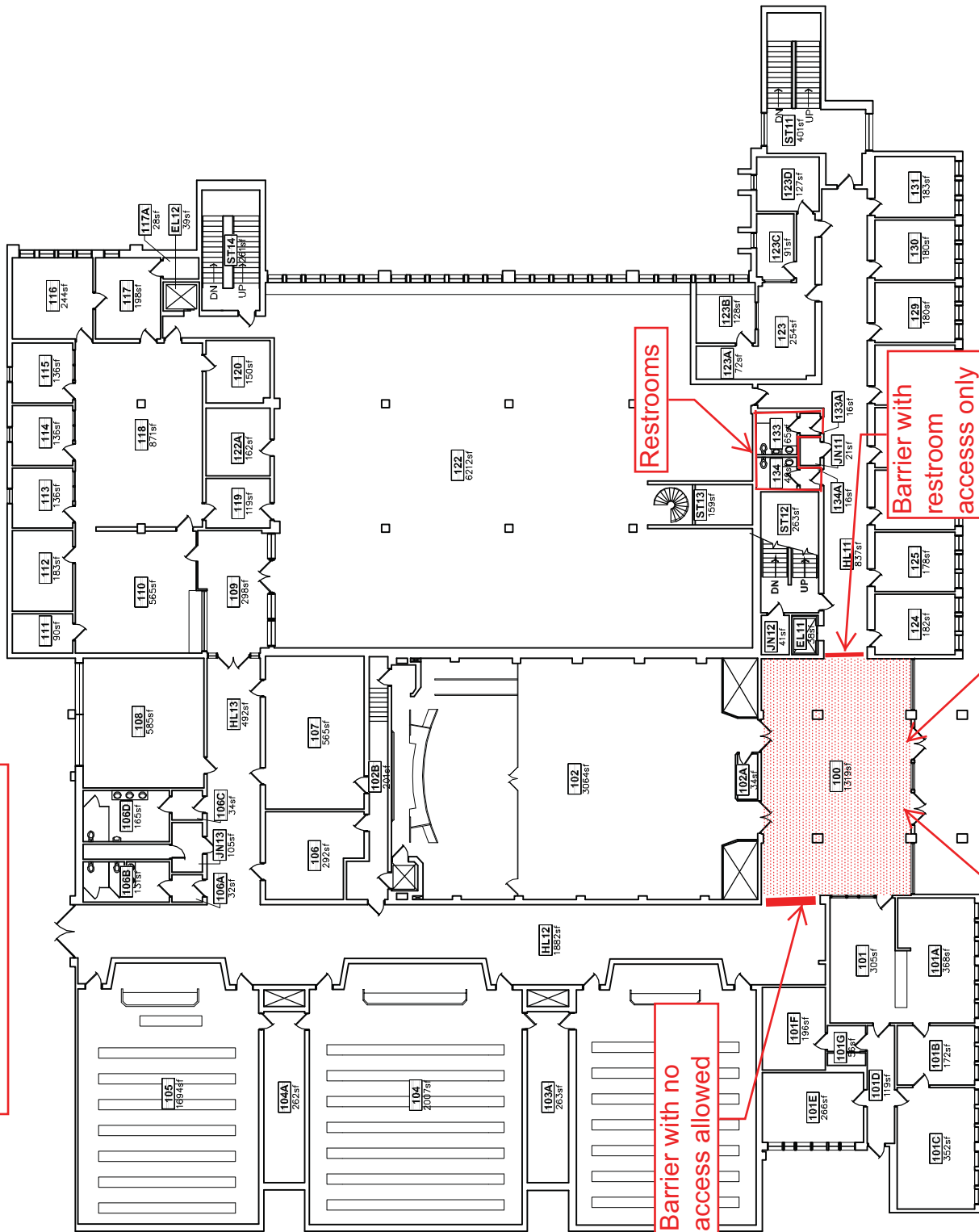
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2012 Vandal Pre-game Activities Map

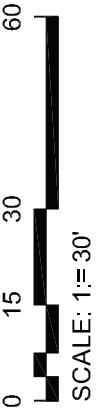


Menard Law Bldg



MENARD LAW BUILDING - #014

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

UNIVERSITY OF IDAHO

SUBJECT

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

REFERENCE

2004 - 2010	Board approved annually requests by UI to establish secure areas for pre-game activities that serve alcohol during the football season.
April 21, 2011	Board approval of revisions to Board 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 Board Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol.
June 21, 2012	Board approved the request by UI to authorize alcohol service during the 2012 football season and during the spring 2013 football scrimmage, in the Litehouse Center / Bud and June Ford Club Room (Center) under the conditions outlined in Board Policy I.J., subsection 2.c.

APPLICABLE STATUTE, RULE, OR POLICY

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

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.

The University of Idaho (UI) seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2013 football season as well as for the 2014 Spring Football Scrimmage Game for the Litehouse Center / Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo'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 2012 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

Page 3

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 UI's report regarding service during the 2012/13 football season.

BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2013 football season and during the spring 2014 football scrimmage, in the Litehouse Center / Bud and June Ford Club Room (Center) located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J., subsection 2.c.

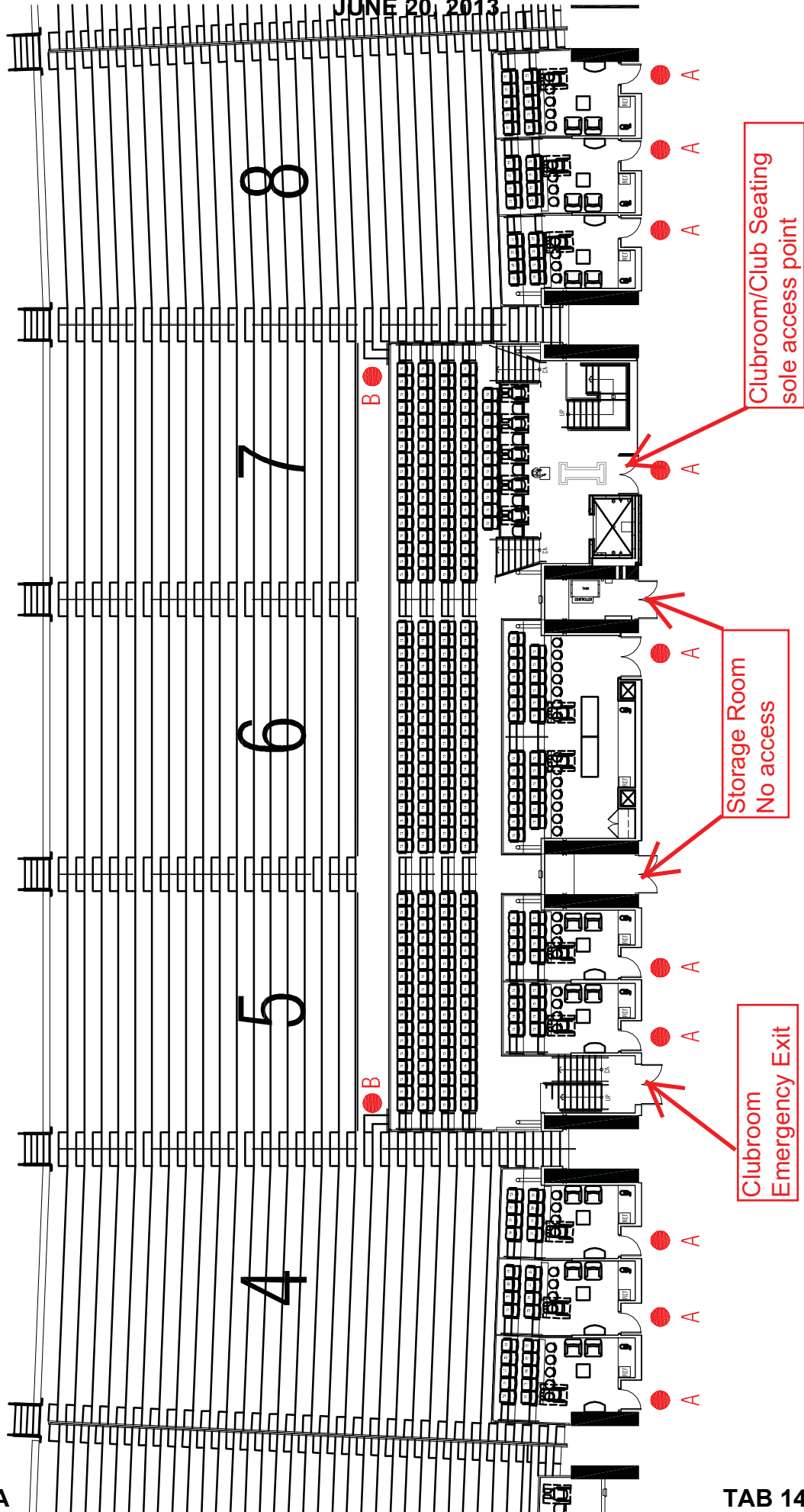
Moved by _____ Seconded by _____ Carried Yes ____ No ____



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

JUNE 20, 2013

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



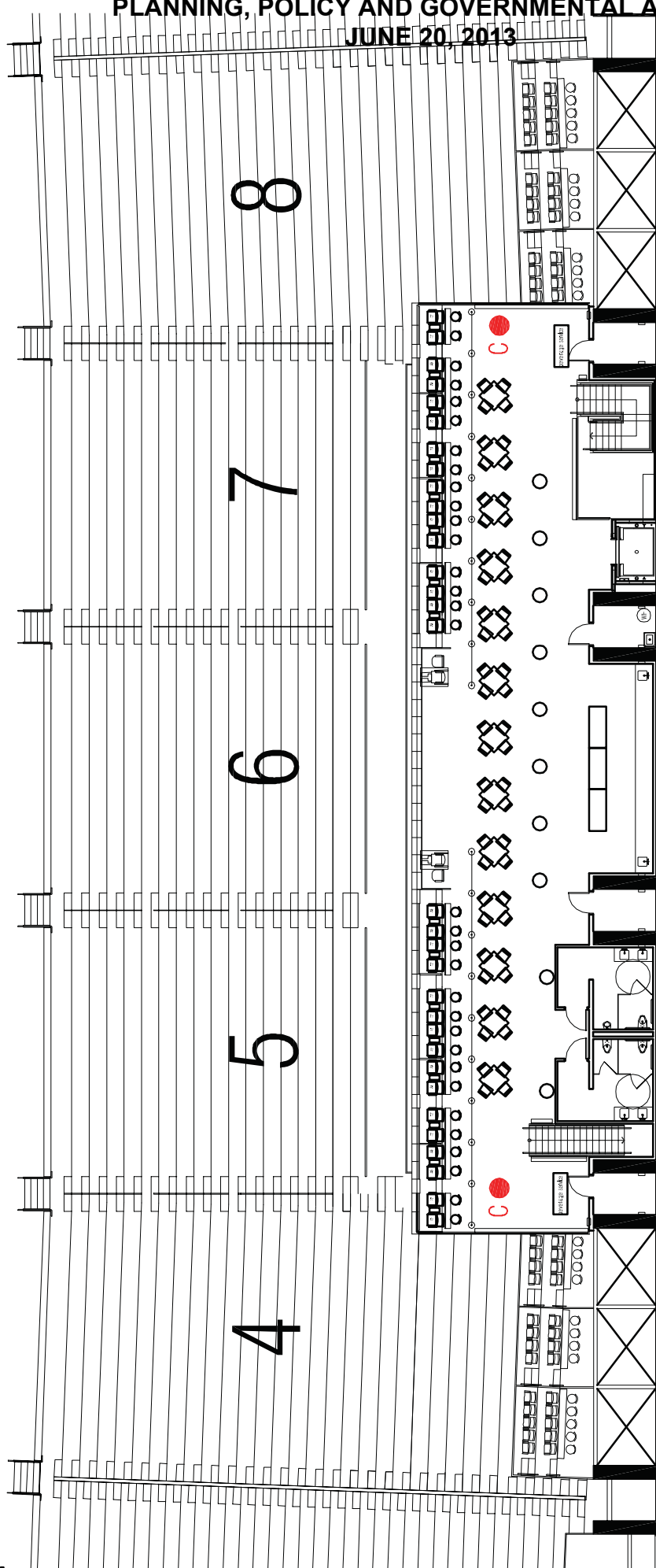
CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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 2013 Board meeting. Since that meeting, Board staff has received forty-one (41) permits from Boise State University, eight (8) permits from Idaho State University, eighteen (18) permits from the University of Idaho, and two (2) permits 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

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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 April 2013 – June 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Interntl Bus. Prog.– Entrepreneurship Day Reception	Tent Outside COBE in Parking Lot	X		04/06/13
Ret Reception - Assoc. Dean Ross Vaughn	Stueckle Sky Center (SSC)	X		04/11/13
BSU Athletics - Grid Iron Social	SSC	X		04/12/13
Interntl Learning Opp. – USAC Reunion	Student Union Building (SUB)	X		04/16/13
Arts & Humanities – HI Gallery Reception	Arts & Humanities Gallery at Yanke Center	X		04/19/13
Center for Creativity & Innovation – Business Networking	COBE	X		04/24/13
Center for Creativity & Innovation – Round Up	COBE	X		04/25/13
Exec MBA – EMBA Open House	SSC	X		04/25/13 06/03/13
Biomolecular Sciences Ph.D. Program - Open House	SSC	X		04/30/13
CWI-Culinary Arts – Formal Dinner Practical CULI 225	Culinary Arts Building	X		05/04/13
Centre for Creativity & Innov.–Gang of 6 Wrkshp/Bus Networking	COBE	X		05/07/13
Burt Smith Celebration of Life	SSC		X	04/02/13
HP Chalk Talk Reception	Hall of Fame		X	04/06/13
Albertsons Intermtn Reception	SSC		X	04/09/13
Development Idaho – Tradeshow	SSC		X	04/17/13
IAHU – Symposium	SUB		X	04/17/13 04/18/13
Don Williams / Country Concert	Morrison Center		X	04/19/13
Big Bands with Carl Topilow / Boise Philharmonic	Morrison Center		X	04/20/13
Rodney Atkins Concert	Taco Bell Arena		X	04/20/13
Hewlett Packard Conference	SSC		X	04/23/13

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Mary Chapin Carpenter & Shawn Colvin / Concert	Morrison Center		X	04/25/13
St. Luke's Health Found. – Donor Recept.	SSC		X	04/25/13
St. Luke's Heart – Strat. Planning Retreat	SSC		X	04/26/13
Beauty & the Beast / Broadway (2) & ID Food Bank (1)	Morrison Center		X	04/27/13 04/28/13 (3)
NIC USA – Annual Marketing Conference	SSC		X	04/30/13
Verdi Wealth Planning – Wealth Management	SSC		X	05/01/13
WCA – The World of Anne Frank	Morrison Center		X	05/02/13
Susan G. Komen - Survivor Celebration	SUB		X	05/03/13
Rachmaninov / Boise Philharmonic Concert	Morrison Center		X	05/04/13
Post Philharmonic Reception	Morrison Center		X	05/04/13
Family Med. Res. of ID – 2013 Alumni & Friends Gala Dinner	SSC		X	05/04/13
Zoo Boise – Wildlife Conservation Expo	SUB		X	05/04/13
Fisher Doc. Systems – Retirement Party	SSC		X	05/09/13
Fisher Tech – Company Tradeshow	SSC		X	05/09/13
Wight/Beck Wedding	SSC		X	05/11/13
Kenny Chesney Concert	Taco Bell Arena		X	05/30/13
Assoc. of ID Spine Health–Annual President's Dinner	SSC		X	05/31/13
Celtic Woman / Concert	Morrison Center		X	06/06/13
Micron Legal Dept – Performance w/Buffer Dinner	COBE		X	06/07/13
Buddy: The Buddy Holly Story / Broadway	Morrison Center		X	06/07/13 06/08/13 (2)
D'Agostini / Chistianson Wedding	SSC		X	06/08/13

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY April 2013 – June 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Susan Swetnam - Retirement Reception	Magnuson Alumni House	X		04/26/13
Golden & Silver Bengal – Reception	Stephens Performing Arts Center (SPAC)	X		05/09/13
ISU-College of Science & Engineering – Dean's Reception	Magnuson Alumni House	X		05/10/13
ISU Office of the President – Big Sky Administrator's Dinner	SPAC – Rotunda	X		05/20/13
Dr. Galea Louis – Retirement Party	Foyer of Nursing Building #66		X	05/10/13
Partnership for Science & Tech.– Energy Committee Alliance Reception	Center for Advanced Education Studies (CAES)		X	06/05/13
ATR User Facility User Week	CAES		X	06/12/13
ID Museum of Natural History – Re-Opening Reception	Museum Gallery Lobby		X	06/21/13

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO April 2013 – June 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Chinese Delegation Dinner	President's Residence	X		04/14/13
Football 101 - Vandal Scholarship Fund (VAF)	Litehouse Center – Kibbie Dome	X		04/20/13
VAF – Gold Tournament	UI Gold Course	X		04/20/13
Athena Women of the Year – Reception	President's Residence	X		04/22/13
Donor Dinner	President's Residence	X		04/24/13
Dylan Champagne Solo – Acoustic Concert	UI Prichard Art Gallery	X		04/27/13
Alberg / Beck Graduation Party	Ag Biotech Court	X		05/10/13
Alumni Hall of Fame Inductees - Dinner	SUB – Ballroom	X		05/10/13
EMBA Cohort 2014 – End of Year Networking	Harbor Center UI CDA	X		05/10/13
Commencement – Reception	Litehouse Center – Kibbie Dome	X		05/11/13
Festa di Apprezzamento – Thank You Dinner	Prichard Art Gallery	X		05/18/13
La Sereta David Giese – Retirement Soiree	SUB – Ballroom	X		05/18/13
Men's Golf League	UI Golf Course (each Thursday)	X		05/02/13 thru 08/08/13
Leadership Academy – Reception Program	SUB – Ballroom	X		05/08/13
Utility Executive Course – Golf Scramble	Bogey's Grill	X		06/15/13
LEDC – Annual Meeting	Litehouse Center – Kibbie Dome	X		06/19/13
Utility Executive Course Advisory Committee – Meeting/Recept/Dinner	CBE – Boardroom	X		06/26/13
Rideout-Woodward – Wedding Reception	Prichard Art Gallery		X	06/22/13

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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APPROVED ALCOHOL SERVICE AT Lewis-Clark State College May 2013 – June 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
LCSC Center for Arts & History (CAH) – VIP Event		X		05/31/13
CAH – Chris Carlson – Author Book Signing		X		06/01/13

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

Proposed Rules IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12

BACKGROUND/DISCUSSION

During the 2013 legislative session, the Board's legislation (Senate Bill 1027) consolidating and streamlining the scholarships managed by the Board office passed. In order to minimize the impact on students currently receiving state funded scholarships, the proposed changes to the state scholarship programs will be transitioned in over the next two fiscal years, FY14 and FY15. Students currently receiving a scholarship award will continue to receive those awards as long as they meet the current program eligibility requirements, subject to available funding, for the duration of their current award term. One year awards will be granted in FY14 under the current Opportunity Scholarship Act, Promise Scholarship program, and Minority and "At-Risk" Scholarship programs, using those programs current requirements. The repeal of the Idaho Robert R. Lee Promise Scholarship Program, and the Idaho Minority and "At-Risk" Student Scholarship Act becomes effective July 1, 2014. In addition to these changes, the Leveraging Educational Assistance Partnership Program, and State/Federal partnership are no longer funded and sections of Administrative Rule pertaining to the program need to be repealed.

As a result of this legislation, there are a number of sections of Administrative Rule that need to be repealed. These rules, if accepted by the legislature, would take effect at the end of the 2014 legislative session.

IMPACT

The removal of IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12 will eliminate what is, or will become, unnecessary sections of administrative rule.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.01.05	Page 3
Attachment 2 – Proposed Rule IDAPA 08.01.06	Page 13
Attachment 3 – Proposed Rule IDAPA 08.01.12	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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session in which they are submitted. The Temporary portion of the rule will go into effect once approved by the Board.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule changes removing IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAPA 08
TITLE 01
CHAPTER 05

08.01.05 -- IDAHO PROMISE SCHOLARSHIP PROGRAM

000. ~~LEGAL AUTHORITY.~~

~~These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105 and Title 33, Chapter 43, Idaho Code.~~ (4 2 08)

001. ~~TITLE AND SCOPE.~~

~~01. **Title.** These rules shall be known as IDAPA 08.01.05, "Idaho Promise Scholarship Program."~~ (4 2 08)

~~02. **Scope.** These rules constitute the requirements for the Idaho Promise Scholarship Program, Promise A and Promise B.~~ (4 2 08)

002. ~~WRITTEN INTERPRETATIONS.~~

~~In accordance with Section 67-5201(19)(b)(iv), Idaho Code any written interpretation of the rules of this chapter are available at the Board office.~~ (4 2 08)

003. ~~ADMINISTRATIVE APPEAL.~~

~~Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.~~ (4 2 08)

004. ~~INCORPORATION BY REFERENCE.~~

~~There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code.~~ (4 2 08)

005. ~~OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.~~

~~The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.~~ (4 2 08)

006. ~~PUBLIC RECORDS ACT COMPLIANCE.~~

~~This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record.~~ (4 2 08)

007. ~~DEFINITIONS.~~

~~These definitions are applicable to this chapter only.~~ (4 2 08)

~~01. **Full-Time Student.** An average of at least twelve (12) credit hours per semester, including any remedial coursework.~~ (4 2 08)

~~02. **Secondary School Equivalent.** The instruction of students in grades nine (9) through twelve (12), provided by home schools or other educational delivery systems or by successful completion of the General Educational Development (GED) test.~~ (4 2 08)

~~03. **Idaho Secondary School.** Any secondary school located in the state of Idaho, including secondary schools located in border school districts attended by Idaho residents in accordance with Section 33-1403, Idaho Code.~~ (4 2 08)

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~~04. High School Record for Promise A Students.~~ An individual's cumulative grade point average (GPA) for grades nine (9) through twelve (12), and difficulty of course load taken as certified by an official of such secondary school. (4 2 08)

~~05. High School Record for Promise B Students.~~ An individual's secondary school cumulative grade point average for grades nine (9) through twelve (12), or a composite score on the American College Test (ACT), or a sum of sub scores on the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS), or a combined score on the College Board's Scholastic Aptitude Test I (SAT). (4 2 08)

~~06. Grade Point Average or GPA.~~ Means the average earned by a student, figured by dividing the unweighted grade points earned on a scale of four point zero (4.0) by the number of credits attempted. (4 2 08)

008. OBJECTIVES OF THE IDAHO PROMISE SCHOLARSHIP PROGRAM.

The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the State's most talented Idaho secondary school graduates to enroll in Idaho educational institutions is an important element for assuring the future leadership in the State. See Chapter 43, Title 33, Idaho Code. The Idaho Promise Scholarship Program recognizes high standards of achievement, as measured by competitive examination and high school records of graduates of public, private, or the equivalent secondary schools in Idaho who attend public or independent postsecondary institutions in Idaho. (4 2 08)

009. MONETARY VALUE OF THE SCHOLARSHIP.

~~01. Monetary Value.~~ The monetary value of each Promise A and Promise B scholarship shall be set annually by the Board in accordance with Sections 33-4307(2), (3) et seq., Idaho Code. (4 2 08)

~~02. Duration.~~ The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution, as defined in Section 33-4306(1), Idaho Code. (4 2 08)

010. SELECTION AND ELIGIBILITY REQUIREMENTS OF SCHOLARSHIP RECIPIENTS.

~~01. Selection and Eligibility Requirements.~~ Selection and eligibility requirements for a scholarship are based upon the provisions of the Idaho Promise Scholarship Program. Applicants for the Idaho Promise Scholarship are responsible for providing to the eligible institution in which he intends to enroll and/or the Board any and all information necessary to verify a student's eligibility for the Idaho Promise Scholarship. (4 2 08)

~~02. Educational Costs.~~ The recipient must certify that this scholarship, if awarded, will be used only for educational costs as defined in Section 33-4306, Idaho Code. (4 2 08)

~~03. Enrollment.~~ The recipient must pursue an undergraduate course of study leading to a degree, certificate, diploma, or other documentation of completion, which requires at least six (6) months, or equivalent of consecutive attendance. Furthermore, the applicant shall not enroll in an educational program leading directly to a baccalaureate degree in theology or divinity. (4 2 08)

~~04. Compliance.~~ The recipient must comply with all the provisions of the Idaho Promise Scholarship Program and these rules. (4 2 08)

011. ADMINISTRATION.

The Board has delegated to the Board office the responsibility for the administration of the Idaho Promise Scholarship Program. As administrator, the Board office is responsible for releasing any public information regarding the Idaho Promise Scholarship Program, determination of scholarship recipients, determination of procedures for payment of scholarships to recipients, maintaining fiscal controls and accounting procedures, preparing annual reports as required, and authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (4 2 08)

012. AUTHORITY OF THE BOARD.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~With the sole exception of the ability to audit the Idaho Promise Scholarship Program as set forth in Section 013 of this chapter, these rules do not grant any authority to the Board to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Promise Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of an Idaho Promise Scholarship.~~ (4-2-08)

013. — AUDIT.

~~Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Idaho Promise Scholarship Program.~~ (4-2-08)

014. — 099. — (RESERVED)

100. — PROMISE A SCHOLARSHIP.

~~The following Sections 100 through 108 specifically relate to the Idaho Promise A Scholarship.~~ (4-2-08)

101. — PROMISE A NUMBER OF SCHOLARSHIPS.

~~The total number of initial and continuing scholarships will not exceed the number authorized in the Idaho Promise Scholarship Program or by the appropriation to support the program, whichever is less. The number of initial scholarships to individuals enrolled in academic and professional technical programs shall be determined annually by the Board. If the number of qualified professional technical applicants is not sufficient, additional awards will be given to qualified academic applicants.~~ (4-2-08)

102. — PROMISE A PRIORITY FOR AWARD.

~~In the event the state of Idaho does not provide an appropriation sufficient to support the maximum number of scholarships authorized by the Idaho Promise Scholarship Program, the priority for initial and continuing scholarships will be as follows:~~ (4-2-08)

~~01. — Highest Priority. Highest priority is given to continuing recipients in an order beginning with the date of the initial award. However, in the event further priority must be established among continuing recipients, the recipient's rank within the recipient's academic or professional technical major and class will be used, with priority given to the recipient with a higher ranking within the recipient's academic or professional technical major and class.~~

(4-2-08)

~~02. — Secondary Priority. Secondary priority is given to initial scholarship recipients until the appropriation is exhausted or the maximum number of initial scholarships authorized by the Idaho Promise Scholarship Program is reached, whichever is less.~~

(4-2-08)

103. — PROMISE A SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.

~~01. — Initial Applications. Completed applications for initial scholarships must be submitted to the Board office electronically no later than January 15 for the awarding of initial scholarships for such year. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service which must be postmarked no later than January 15.~~ (4-2-08)

~~02. — Announcement of Award. Announcement of award of initial scholarships will be made no later than May 1 of each year, with awards to be effective July 1 of that year.~~ (4-2-08)

~~03. — Deadline for Acceptance. An applicant notified that he has been selected as a recipient must respond in writing by the date specified regarding the recipient's intent to accept the award. Failure to submit a response of acceptance in writing will result in forfeiture of the scholarship.~~ (4-2-08)

~~04. — Communication With State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program~~

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Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4 2 08)

104. — PROMISE A RESPONSIBILITIES OF SCHOLARSHIP APPLICANTS AND RECIPIENTS.

~~01. — Application for Initial Scholarship.~~ Applicants for the Idaho Promise Scholarship are responsible for any errors or omissions in the information provided on the electronic, or paper, application form or to the eligible postsecondary institutions. The Board, the Board office, any official of a secondary school in Idaho, an eligible postsecondary educational institution in Idaho, American College Testing, and any official of the Idaho Promise Scholarship Program, individually or collectively, are not responsible for any information provided by an applicant on the electronic, or paper, application form or for any errors or omissions in the information provided by the applicant. In addition, each applicant must submit the required standardized test scores. Applications submitted without the required standardized scores are incomplete and will not be considered for the scholarship. (4 2 08)

~~02. — Submission of Application.~~ Applicants for initial Idaho Promise A Scholarships are responsible for submitting completed electronic application forms to the Idaho Promise Scholarship Program at the Board office. (4 2 08)

~~03. — Unused Scholarship Balances.~~ Following the initial award of the scholarship, each recipient is responsible for remitting any reasonable unused scholarship balances to their institutions on behalf of the Board in the event the recipient discontinues attendance before the end of any semester, quarter, term, or equivalent. (4 2 08)

105. — PROMISE A SELECTION AND ELIGIBILITY.

~~Applicants who intend to enroll in academic programs at eligible Idaho postsecondary educational institutions are selected as recipients on the basis of their high school record and GPA as defined in this chapter. Applicants who intend to enroll in professional technical programs at eligible Idaho postsecondary educational institutions are selected on the basis of performance on the ACT COMPASS exam and GPA in grades nine through twelve (9-12). To be eligible for consideration, the criteria used during the selection process for Promise A applicants are as follows:~~

(4 2 08)

~~01. — High School Record and GPA.~~ Academic applicants must have a cumulative GPA of three point five (3.5) or better on a scale of four point zero (4.0). Professional technical applicants must have a cumulative GPA of two point eight (2.8) or better on a scale of four point zero (4.0). (4 2 08)

~~02. — ACT Composite Score.~~ Academic applicants must verify an ACT composite score of twenty-eight (28) or better. (4 2 08)

~~03. — COMPASS Score.~~ Professional technical applicants must provide a copy of their ACT COMPASS report, which must include scores from the Writing Skills, Reading Skills and Mathematics sections of the COMPASS. Alternatively, professional technical applicants may submit a copy of their ACT report, which will be equated to Compass Writing skills, Reading skills and Mathematics. Scores on the COMPASS report will be evaluated as a whole and used to rank professional technical applicants. (4 2 08)

~~04. — Attendance.~~ The applicant must declare an intention of enrolling at an eligible public or private postsecondary educational institution in Idaho (as defined in Section 33-4306(1), Idaho Code) during the academic year immediately following completion of secondary school, or its equivalent in the state of Idaho. (4 2 08)

~~05. — ACT, GPA and Ranking.~~ Academic applicants are ranked against other academic applicants, and professional technical applicants are ranked against other professional technical applicants as follows: (4 2 08)

~~a. —~~ Equal weight is given to the academic applicant's performance on the prescribed ACT measurements and the applicant's cumulative GPA. (4 2 08)

~~b. —~~ Equal weight is given to the professional technical applicant's performance on the ACT COMPASS exam, or comparable score on the ACT exam equated to Compass Writing skills, Reading skills, and

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Mathematics, and cumulative GPA. (4 2 08)

106. — PROMISE A CONTINUING ELIGIBILITY.

The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: (4 2 08)

01. — Credit Hours. A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. (4 2 08)

02. — GPA. A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. (4 2 08)

03. — Transfer of Scholarship. A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. The Promise A scholarship recipient must file a statement with the Board office declaring the intention to transfer as a full time undergraduate student in an academic or professional technical program in an eligible postsecondary educational institution in Idaho for the succeeding year no later than sixty (60) days prior to the first day of the academic term in which the student intends to enroll. (4 2 08)

04. — Eligibility Following Interruption of Continuous Enrollment. A Promise A recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary educational institution in Idaho must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board office will review each request for interruption and notify the applicant of approval or denial of the request. In addition, the recipient must file a statement with the Board office declaring the intent to re-enroll as a full time undergraduate student in an academic or professional technical program in an eligible postsecondary institution in Idaho for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the student intends to re-enroll. (4 2 08)

05. — Promise A Recipient. (4 2 08)

a. Must file a statement with the Board office each year declaring the recipient's intention to continue as a full time undergraduate student in an academic or professional technical program at an eligible postsecondary educational institution in Idaho for the succeeding year. The Board office will provide to each eligible institution a list of anticipated recipients. The education official of each institution shall certify to the Board office the current cumulative GPA of those recipients attending said institution. (4 2 08)

b. Must maintain high standards of performance in the recipient's academic or professional technical major and class, with a cumulative GPA of three point zero (3.0) or better. (4 2 08)

107. — PROMISE A PAYMENT OF SCHOLARSHIPS.

01. — Award. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient. (4 2 08)

02. — Promise A Payments. Payments are made in the name of the recipient and will be sent to a designated official at the postsecondary educational institution in which the recipient is enrolled. The official must certify the applicant's eligibility, and if eligible, transmit the payment to the recipient within a reasonable time following receipt of the payment. (4 2 08)

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~~108. — PROMISE A ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.~~

~~01. — Certification of Enrollment.~~ The officials must certify that scholarship recipients have actually enrolled as full time students. Such certification for Promise A recipients must be submitted when requested by Board office staff, and no later than thirty (30) days following the end of the regular enrollment period. (4 2 08)

~~02. — Withdrawal from Institution.~~ In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: (4 2 08)

~~a. —~~ The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 108 of this chapter. (4 2 08)

~~b. —~~ In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. (4 2 08)

~~c. —~~ In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. (4 2 08)

~~03. — Annual Educational Costs.~~ The officials must certify that the Idaho Promise A Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year. (4 2 08)

~~109. — 199. — (RESERVED)~~

~~200. — PROMISE B SCHOLARSHIP.~~

The following Sections 200 through 207 specifically relate to the Idaho Promise B Scholarship. (4 2 08)

~~201. — PROMISE B NUMBER OF SCHOLARSHIPS — PRIORITY FOR AWARD.~~

The total number of scholarships awarded to Promise B students will be determined annually by the Board based on the number of eligible students as certified by the eligible postsecondary institutions, the individual award amount, and the availability of funds. (4 2 08)

~~202. — PROMISE B PRIORITY FOR AWARD.~~

In the event that the state of Idaho does not provide an appropriation sufficient to award the maximum amount of the scholarship authorized by Section 33 4307(3)(a), Idaho Code then recipients of Promise A Scholarships shall not be eligible to receive Promise B Scholarships. In addition, the Board may proportionally decrease the amount of the Promise B Scholarship so as to provide an award to all eligible students. (4 2 08)

~~203. — PROMISE B SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.~~

Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4 2 08)

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204. — PROMISE B SELECTION AND ELIGIBILITY.

A student who first enrolls in an eligible Idaho postsecondary institution and who meets the eligibility requirements of the Idaho Promise B Scholarship as verified by the designated financial aid or scholarship office of the eligible institution will receive the Promise B Scholarship. Criteria used to determine eligibility includes the following:

(4-2-08)

——— **01. — Grade Point Average for Promise B Scholarship.** Applicants must have a cumulative secondary school (grades nine (9) through twelve (12)) GPA of three point zero (3.0) or better on a scale of four point zero (4.0).

(4-2-08)

——— **02. — ACT or Equivalent Score.** Applicants who do not have a three point zero (3.0) grade point average must verify a composite score of twenty (20) or better on the ACT assessment, or a corresponding score on the SAT I as established on the ACT/SAT I equivalency table, or at least a combined score of one hundred ninety-five (195) from the Writing Skills, Reading Skills and Algebra areas of the ACT COMPASS examination.

(4-2-08)

——— **03. — Completion Requirements.** The applicant must have completed secondary school or its equivalent in the state of Idaho as defined in Section 007 of this chapter.

(4-2-08)

——— **04. — Age Requirements.** An individual must be under the age of twenty two (22) on July 1 of the educational year in which the initial award is made.

(4-2-08)

——— **05. — Full-Time.** An individual must enroll as a full-time student.

(4-2-08)

205. — PROMISE B CONTINUING ELIGIBILITY.

The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual payments. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements:

(4-2-08)

——— **01. — Credit Hours.** A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution.

(4-2-08)

——— **02. — GPA.** A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years.

(4-2-08)

——— **03. — Transfer of Scholarship.** A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship.

(4-2-08)

——— **04. — Eligibility Following Interruption of Continuous Enrollment.** A Promise B recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary education institution in Idaho must contact the financial aid office at the eligible postsecondary institution to request reinstatement of remaining Promise B eligibility. The student must have met the eligibility requirements prior to the interruption of continuous enrollment, and may not attend a non-eligible institution in the interim. The student must notify the financial aid office at the eligible postsecondary institution within the first semester (term) of resumed attendance regarding reinstatement of eligibility in order to qualify for continued Promise B scholarship eligibility.

(4-2-08)

——— **05. — Promise B Recipient.** The Promise B recipient must maintain high standards of performance by achieving and maintaining a two point five (2.5) cumulative GPA on a four point zero (4.0) system.

(4-2-08)

206. — PROMISE B PAYMENT OF SCHOLARSHIPS.

Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf

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of a scholarship recipient. (4 2 08)

~~01. **Promise B Payments.** Payments will be sent to a designated official at the eligible postsecondary educational institution based upon the estimated number of recipients expected to enroll at the institution as provided for in Section 207 of this chapter. The official must transmit the payment to the recipients within a reasonable time following receipt of the payment. Transmittal of funds for the scholarship will be in accordance with a schedule established by the Board office. The schedule will also establish dates by which the following activities will occur to ensure accurate and timely payments to the postsecondary institutions on behalf of recipients.~~ (4 2 08)

~~02. **Number of Estimated Recipients.** The postsecondary educational institutions must submit to the Board office the estimated number of Idaho Promise B fall term and spring term recipients each educational year.~~ (4 2 08)

~~03. **Semester Payment Schedule.** The Board office shall distribute scholarship funds to a designated official at the postsecondary educational institutions at least fifteen (15) days prior to the start of the fall and spring academic terms.~~ (4 2 08)

~~04. **Mid-Semester Adjustments.** The postsecondary educational institution must submit mid-semester scholarship adjustment information, including refunds resulting from withdrawal from the institution, which reports the actual number of students who were eligible to receive the Promise B Scholarship to the Board office each academic term of the educational year.~~ (4 2 08)

~~a. Where the postsecondary educational institution has underestimated the number of scholarship recipients, the Board office will send an additional payment on behalf of those students to the educational institutions each academic term of the educational year.~~ (4 2 08)

~~b. Where the postsecondary educational institution has overestimated the number of fall recipients, the Board office will deduct the amount overpaid to the educational institution from its spring semester payment. Spring semester overpayments to the educational institutions must be refunded to the Board office prior to the end of the educational year.~~ (4 2 08)

~~05. **Year-End Final Report.** The postsecondary educational institution must submit to the Board office prior to the end of the educational year a final report indicating for each term the number of students that received an Idaho Promise B scholarship and the number of Promise B scholarships that were matched by the institution. Any outstanding overpayment made to the institution during the educational year must accompany the final year end report.~~

207. PROMISE B ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.

In addition to other responsibilities provided for in this chapter, officials of Idaho postsecondary educational institutions in which scholarship recipients have enrolled are responsible for the following: (4 2 08)

~~01. **Number of Promise B Recipients.** The total number of grants to Promise B students will be determined annually.~~ (4 2 08)

~~a. The officials of eligible Idaho postsecondary educational institution are responsible for identifying eligible Promise B recipients in accordance with Promise Scholarship Program and these rules.~~ (4 2 08)

~~b. The officials must provide to the Board office an estimation of the number of Idaho Promise B recipients enrolled at the postsecondary institution during each of the corresponding academic terms.~~ (4 2 08)

~~02. **Annual Report to Board.** The officials must report annually to the Board office the number of students for each term receiving a Promise B award and the number of awards that were matched by the institution.~~ (4 2 08)

~~03. **Annual Educational Costs.** The officials must certify that the Idaho Promise B Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year.~~ (4 2 08)

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~~04. Certification of Enrollment.~~ The officials must certify that scholarship recipients have actually enrolled as full time students. Such certification for Promise B recipients must be submitted within thirty (30) days following the end of the regular enrollment period. (4 2 08)

~~05. Withdrawal from Institution.~~ In the event a scholarship recipient withdraws from the educational institution, the officials at the educational institution must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: (4 2 08)

~~a.~~ The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 207 of this chapter. (4 2 08)

~~b.~~ In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. (4 2 08)

~~c.~~ In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. (4 2 08)

~~208. 299. (RESERVED)~~

300. APPEAL PROCEDURE.

Any Promise B applicant or recipient adversely affected by a decision made under provisions of this chapter may appeal using the institution's financial aid appeals process. Any Promise A applicant, recipient, or eligible postsecondary educational institution, or any Promise B applicant who desires further consideration of an appeal after the institutional decision has been reached, may appeal to the Board. The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. The appeal must be submitted to the president of the Board in care of the Board office, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho.

~~01. Transmittal to Subcommittee.~~ If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (4 2 08)

~~02. Subcommittee Recommendations.~~ Following the subcommittee's decision, the president of the Board will present the subcommittee's recommendation to the Board at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. (4 2 08)

~~03. Board Decision.~~ The decision of the Board is final, binding, and ends all administrative remedies,

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~~unless otherwise specifically provided by the Board. The Board will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the Board. (4-2-08)~~

~~301. 999. (RESERVED)~~

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IDAPA 08
TITLE 01
CHAPTER 06

~~08.01.06 – LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP PROGRAM~~

~~000. — LEGAL AUTHORITY.~~

~~In accordance with Section 33-105, Idaho Code, the Idaho State Board of Education shall promulgate rules implementing the provisions of Title IV, Part A, Subpart 4 of the Higher Education Act of 1965 as amended and Compilation of Student Aid Regulations 34 CFR 692. (4-5-00)~~

~~001. — TITLE AND SCOPE.~~

~~01. Title. These rules shall be cited as IDAPA 08.01.06, “Leveraging Educational Assistance Partnership Program,” IDAPA 08, Title 01, Chapter 06. (4-5-00)~~

~~02. Scope. These rules constitute the requirements for the Leveraging Educational Assistance Partnership Program in Idaho. (4-5-00)~~

~~002. — WRITTEN INTERPRETATIONS.~~

~~In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State Street, Room 307, Boise, Idaho 83702. (4-5-00)~~

~~003. — ADMINISTRATIVE APPEAL.~~

~~Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-5-00)~~

~~004. — (RESERVED)~~

~~005. — DEFINITIONS.~~

~~The following definitions are used in these rules unless the context otherwise requires. (7-1-93)~~

~~01. Eligible Postsecondary Educational Institution. An educational organization participating in one (1) or more programs of student financial aid within the State authorized by state or federal legislation. (7-1-93)~~

~~a. Public Postsecondary Institution. A public postsecondary organization governed or supervised by the State Board of Education and the Board of Regents of the University of Idaho; by a board of trustees of a community college established pursuant to the provisions of Section 33-2106, Idaho Code, as amended; or by the State Board of Professional Technical Education. (4-5-00)~~

~~b. Private or Other Nonprofit Institution. An educational organization which is operated privately and not for profit under the control of an independent board and not directly controlled or administered by a public or political subdivision. (7-1-93)~~

~~c. Proprietary Postsecondary Institution. An educational organization that meets the definition of “proprietary institution of higher education” in Section 481(b) of the Higher Education Act of 1965, as amended, except that the institution must have been in existence for at least five (5) consecutive years; has a current valid Program Participation Agreement showing Pell Grant eligibility; and has a federal student loan default rate of twenty percent (20%) or less. (4-5-00)~~

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- ~~02. Educational Costs.~~ Student costs for tuition, fees, room and board, transportation, and expenses reasonably related to attendance at a postsecondary educational institution. (7-1-93)
- ~~03. Full-Time Student.~~ An individual carrying a full time workload, other than correspondence, as measured by both coursework or other activities required by the institution and the tuition and fees normally charged for full time study by that institution. (7-1-93)
- ~~04. Half-Time Student.~~ An individual enrolled in and carrying not less than one half (1/2) of the number of credit hours which would qualify that individual as a full time student at the postsecondary educational institution in which the individual is enrolled. (7-1-93)
- ~~05. Part-Time Student.~~ An individual enrolled in and carrying less than one half of the number of credit hours which would qualify that individual as a full time student at a postsecondary educational institution in which the individual is enrolled. (7-1-93)
- ~~06. Graduate Student.~~ A student who has a baccalaureate degree. (7-1-93)
- ~~07. Enrollment.~~ The establishment and maintenance of an individual's status as a student in a postsecondary educational institution regardless of the term used at the institution to describe such status. (7-1-93)
- ~~08. Substantial Financial Need.~~ The difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parents, and the student's anticipated expenses while attending a postsecondary educational institution. (7-1-93)
- ~~09. Expected Family Contribution.~~ The sum of the amount which reasonably may be expected from the student and the student's spouse to meet the student's cost of education and the amount which reasonably may be expected to be made available to him by his parents for this purpose. (7-1-93)
- ~~10. Independent Student.~~ An individual who meets the federal definition of independent student in Section 480(d) of the Higher Education Act (HEA), as amended. (4-5-00)
- ~~11. Dependent Student.~~ A student who does not qualify as "independent student" as defined in Subsection 005.10 of this chapter. (4-5-00)
- ~~12. Eligible Student.~~ A student who is enrolled in an eligible postsecondary educational institution as defined in Subsection 005.01 of this chapter. (7-1-93)
- ~~13. Grant.~~ An award by the Board to an eligible student for educational costs as defined in Subsection 005.02 of this chapter. (7-1-93)
- ~~14. Educational Year.~~ The period from July 1 of a year through June 30 of the succeeding year. (7-1-93)
- ~~15. Board.~~ The State Board of Education and the Board of Regents of the University of Idaho. (7-1-93)

~~006. -- 099. (RESERVED)~~

~~100. OBJECTIVES AND PURPOSES OF THE LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP PROGRAM.~~

~~01. Objectives.~~ The State Board of Education and the Board of Regents of the University of Idaho recognizes and declares that postsecondary education for students who are properly qualified is important to the welfare of this state and nation and further recognizes and declares that the state can enhance its economic and social potential when students have the opportunity to contribute to the full extent of their capabilities through the removal

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of the financial barriers to their economic, social, and educational goals. (7 1 93)

02. Purposes. The purposes of this program are: (7 1 93)

a. To make grants to eligible students with substantial financial need to enable them to receive nonreligious educational services in an eligible postsecondary educational institution in this state; and (7 1 93)

b. To establish such administrative procedures as are necessary for the implementation of such a financial assistance program as established by the federal government under authority granted in Title IV, Part A, Subpart 4, of the Higher Education Act of 1965, as amended, and related acts. (4 5 00)

101. ELIGIBILITY.

A Leveraging Educational Assistance Partnership Program grant may be awarded to an eligible student for attendance at an eligible postsecondary educational institution under the following circumstances: (4 5 00)

01. Status. The student is a national of the United States; is in the United States for other than a temporary stay and intends to become a permanent resident thereof; is a permanent resident of the Trust Territory of the Pacific Islands or the Northern Mariana Islands; or is an eligible noncitizen as declared by the U.S. Department of Education. (7 1 93)

02. Enrollment. The individual is accepted for enrollment as follows: (7 1 93)

a. In the case of an individual beginning his first year or freshman year of postsecondary education, he has satisfied requirements for admission and has enrolled in an eligible postsecondary educational institution as defined in Subsection 005.01 of this chapter. (7 1 93)

b. In the case of an individual enrolled in an eligible postsecondary educational institution following the successful completion of the first term, he continues to meet the requirements of the Leveraging Educational Assistance Partnership Program and maintains satisfactory progress as required by the institution in which he is enrolled. (4 5 00)

03. Student not in Default. The student must certify that he does not owe a refund on grants previously received at a postsecondary educational institution, is not in default on any loan from a student loan fund at a postsecondary educational institution, or is not in default on any loan made, insured, or guaranteed by the Secretary of the United States Department of Education under Title IV of the Higher Education Act of 1965, as amended. (4 5 00)

04. Maximum Grant. Grant awards shall not exceed amounts established by the provisions of federal requirements for the Leveraging Educational Assistance Partnership Program. (4 5 00)

05. Financial Need. The student has substantial financial need as defined in Subsection 005.08 of this chapter of at least one thousand dollars (\$1,000), determined annually in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgement, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in selecting recipients and determining the amount of awards. (4 5 00)

06. Duration. The grant covers up to one (1) educational year or equivalent as defined in Subsection 005.14 of this chapter for attendance at an eligible postsecondary educational institution. (4 5 00)

07. Statement. The individual receiving such a grant will use the funds solely for educational purposes as defined in Section 005.02 of this chapter. (4 5 00)

08. Other Financial Assistance. The individual receiving such a grant is not precluded from

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~~receiving other financial aid, provided such other aid must be included as part of the student's financial aid award. (7-1-93)~~

~~_____ **09. Ineligible Programs.** The individual is not pursuing courses leading to a theological or divinity degree. (7-1-93)~~

~~_____ **10. Program Compliance.** The student has complied with all the provisions of the Leveraging Educational Assistance Partnership Program. (4-5-00)~~

~~_____ **11. Payment Schedule.** Grant payments to students should correspond to academic terms, semesters, quarters, or equivalent time periods at an institution of postsecondary education. In no instance, however, will the entire amount of a student's award for an academic term, or its equivalent, be paid in advance to or on behalf of such student. (7-1-93)~~

~~**102. RESPONSIBILITIES OF INSTITUTIONS AND STUDENTS DISCONTINUING ATTENDANCE.**
If the student, after receiving payments, discontinues attendance before the end of any term covered by a Leveraging Educational Assistance Partnership Program award, the eligible postsecondary educational institution may re-award the funds to another eligible student. (4-5-00)~~

~~**103. PRIORITY.**
In the awarding of grants, priority is given to eligible full time students, but at the discretion of the Board, grants may be awarded to half time, part time, or graduate students enrolled in an eligible postsecondary educational institution. (7-1-93)~~

~~**104. NONDISCRIMINATION.**
The Board will discharge the authority granted it under the Leveraging Educational Assistance Partnership Program without regard to any student's race, creed, color, sex, national origin, ancestry, or age. (4-5-00)~~

~~**105. COMPLIANCE.**
Eligible postsecondary educational institutions which accept students under the provisions of this program are required to comply with procedures determined for confirmation of enrollment of recipients of such grants and to notify the Office of the State Board of Education within thirty (30) calendar days of the termination of attendance by recipients of such grants. (7-1-93)~~

~~**106. ADMINISTRATION.**
The State Board of Education and the Board of Regents of the University of Idaho is the administrative agency for the administration of the Leveraging Educational Assistance Partnership Program. The Board designates the Office of the State Board of Education as the administrator for the program. The Board is responsible for: (4-5-00)~~

~~_____ **01. Public Information.** Supervision of the issuance of public information concerning the provisions of the Leveraging Educational Assistance Partnership Program. (4-5-00)~~

~~_____ **02. Eligibility Criteria.** Determination of criteria for the eligibility of grantees. (7-1-93)~~

~~_____ **03. Rules.** Adoption of rules for processing and approving applications from students. (7-1-93)~~

~~_____ **04. Appeal Procedure.** Establishment of a reasonable and fair appeal procedure for those students and institutions who have been adversely affected by the application procedures of the Board. (7-1-93)~~

~~_____ **05. Applications.** Submission of applications for federal student financial aid under the provisions of the Higher Education Act of 1965, as subsequently amended. (7-1-93)~~

~~_____ **06. Accounting of Funds.** Receiving and accounting for all funds which may be available to the Office of the State Board of Education. (7-1-93)~~

~~_____ **07. Fiscal Controls.** Maintenance of such fiscal controls and fund accounting procedures as may be~~

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necessary to assure proper disbursement of funds. (7-1-93)

~~08. Annual Reports.~~ Submission of annual reports to the federal government and the Office of the Governor and the Legislature of the state of Idaho. (7-1-93)

107. APPEAL PROCEDURE.

~~01. Internal Appeal.~~ Students may appeal directly through the institution's financial aid appeals process. (7-1-93)

~~02. Board Appeal.~~ Students or institutions who desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the State Board of Education as follows: (7-1-93)

~~a.~~ All appeals to the Board must be in writing no later than thirty (30) calendar days following the institutional decision. (7-1-93)

~~b.~~ All appeals must be submitted to the president of the Board. The president of the Board or his designee will acknowledge receipt of the appeal within seven (7) calendar days following receipt of such an appeal. (7-1-93)

~~c.~~ The president of the Board will appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (7-1-93)

~~d.~~ The president of the Board will transmit the appeal to the committee as designated in Subsection 107.02.c. above within ten (10) calendar days following the receipt of the appeal. (7-1-93)

~~e.~~ The subcommittee will review the appeal and submit a written recommendation to the president of the Board within thirty (30) calendar days after receipt of the appeal by the subcommittee. (7-1-93)

~~f.~~ The student or institution initiating the appeal will be notified by the chairman of the subcommittee of the time and place when the subcommittee will hear the appeal. The student or institution will be permitted to present the appeal to the subcommittee. (7-1-93)

~~g.~~ The president of the Board, following receipt of the recommendation of the subcommittee, will present the original appeal and the recommendation of the subcommittee to the Board meeting in public session at the next regular meeting following receipt of the subcommittee's recommendation. The student or institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. (7-1-93)

~~03. Board Decision is Final.~~ The decision of the State Board of Education is final. The secretary of the State Board of Education will inform in writing the student or institution initiating the appeal of the decision of the Board. (7-1-93)

~~04. Legal Action.~~ The provisions for appeal do not abridge the recourse to legal action by the State Board of Education, any applicant, grant recipient, or eligible postsecondary educational institution. (7-1-93)

108. INSTITUTIONAL PARTICIPATION.

In order to participate in the program during a specific fiscal year, eligible institutions shall: (7-1-93)

~~01. Annual Application.~~ Submit to the Office of the State Board of Education an annual application on or before the November 1 preceding the beginning of the fiscal year. (7-1-93)

~~02. Student Enrollment Form.~~ Submit to the Office of the State Board of Education a properly completed and accurate Student Enrollment Form (PSR-1) for the fall semester preceding the fiscal year. The required PSR-1 shall be submitted on or before the November 1 preceding the beginning of the fiscal year. (7-1-93)

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~~109. — ALLOCATION OF FUNDS.~~

~~Funds appropriated to the Office of the State Board of Education for the Leveraging Educational Assistance Partnership Program shall be allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester immediately preceding the fiscal year of participation. The allocation shall be based on the number of full-time headcount students. The number of full-time headcount students for each institution divided by the number of full-time headcount students for all participating institutions shall determine the proportion of the appropriation for the Leveraging Educational Assistance Partnership Program to be allocated to each institution.~~

~~(4-5-00)~~

~~110. — AUDIT.~~

~~Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and the internal auditor of the Office of the State Board of Education to ensure compliance with the statutes, rules, and policies governing the Leveraging Educational Assistance Partnership Program, including provision of accurate enrollment information.~~

~~(4-5-00)~~

~~111. — DISTRIBUTION OF FUNDS.~~

~~Funds allocated to participating institutions for a specific fiscal year by the Office of the State Board of Education shall be distributed to the institution no later than August 15 and January 15 of the fiscal year.~~

~~(7-1-93)~~

~~112. — AUTHORITY OF STATE BOARD OF EDUCATION.~~

~~This rule is not to be construed as granting any authority to the State Board of Education and the Board of Regents of the University of Idaho to control or influence the policies of any postsecondary educational institution because such institution accepts students who receive grants or to require any such institution to admit or, once admitted, to continue in such institution any student receiving a grant.~~

~~(7-1-93)~~

~~113. — AUTHORITY OF RULES.~~

~~All rules must comply with the provisions of the Leveraging Educational Assistance Partnership Program, Title IV, Part A, Subpart 4, of the Higher Education Act of 1965, as amended. If any section in the rules or any part of any section is declared invalid or unconstitutional, such declaration of invalidity does not affect the validity of the remaining portions thereof.~~

~~(4-5-00)~~

~~114. -- 999. — (RESERVED)~~

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IDAPA-08
TITLE-01
CHAPTER-12

~~08.01.12 - IDAHO MINORITY AND "AT-RISK" STUDENT SCHOLARSHIP PROGRAM~~

~~000. — LEGAL AUTHORITY.~~

~~These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105, and Section 33-4606, Idaho Code.~~ (3-15-02)

~~001. — TITLE AND SCOPE.~~

~~01. Title. These rules shall be known as IDAPA-08.01.12, "Idaho Minority and 'At Risk' Student Scholarship Program."~~ (3-15-02)

~~02. Scope. These rules constitute the requirements for the Idaho Minority and "At Risk" Student Scholarship Program.~~ (3-15-02)

~~002. — WRITTEN INTERPRETATIONS.~~

~~In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Board Office.~~ (3-15-02)

~~003. — ADMINISTRATIVE APPEAL.~~

~~Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.~~ (3-15-02)

~~004. — INCORPORATION BY REFERENCE.~~

~~There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code.~~ (3-15-02)

~~005. — OFFICE — OFFICE HOURS — MAILING ADDRESS AND STREET ADDRESS.~~

~~The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.~~ (3-15-02)

~~006. — PUBLIC RECORDS ACT COMPLIANCE.~~

~~This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record.~~ (3-15-02)

~~007. — DEFINITIONS.~~

~~01. High School Record. An individual's rank in his secondary school class, cumulative grade point average (GPA) for grades nine (9) through twelve (12) and difficulty of course load taken as certified by an official of such secondary school.~~ (3-15-02)

~~02. Financial Need. Financial need is the difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parentis, and the student's anticipated expenses while attending a postsecondary educational institution.~~ (3-15-02)

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~~03. Educational Costs. Student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and other such expenses reasonably related to attendance at a postsecondary educational institution. (3-15-02)~~

~~008. 099. (RESERVED)~~

~~**100. OBJECTIVES OF THE IDAHO MINORITY AND “AT-RISK” STUDENT SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry. The legislature further recognizes that certain talented students, because of their social, cultural and economic circumstances are “at risk” of failing to obtain the education necessary to realize their potential and that encouraging these at risk students to enroll in Idaho postsecondary educational institutions is an important element for assuring the future prosperity of the state. (3-15-02)~~

~~**101. PRIORITY FOR AWARDS.**~~

~~Priority for initial awards shall be in accordance with Section 33-4605, Idaho Code. In the event the state of Idaho does not provide an appropriation sufficient to support the program, first priority is given to continuing recipients in an order beginning with the date of an initial award. (3-15-02)~~

~~01. Further Priority. In the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional technical major and class. (3-15-02)~~

~~02. Secondary Priority. Secondary priority is given to new scholarship recipients until the appropriation is exhausted, in accordance with Section 33-4605, Idaho Code. (3-15-02)~~

~~**102. MONETARY VALUE OF THE SCHOLARSHIP.**~~

~~01. Monetary Value. The monetary value of each scholarship shall be the same as that set annually by the Board for the Idaho Promise Category A Scholarship in accordance with Sections 33-4307 et seq., Idaho Code. (3-15-02)~~

~~02. Other Financial Assistance. A recipient is not precluded from receiving other financial aid, awards, or scholarships, provided that the total of the Idaho Minority and “At Risk” Student Scholarship and such other financial aid, awards, or scholarships does not exceed the total educational costs for attendance at an eligible postsecondary institution. (3-15-02)~~

~~**103. DISTRIBUTION OF FUNDS.**~~

~~01. Allocation of Funds. Funds appropriated to the Board for the Idaho Minority and “At Risk” Student Scholarship Program shall be allocated to participating institutions each fiscal year based on enrollment data submitted by each institution verifying the minority student headcount from the previous year for the participating institution. (3-15-02)~~

~~02. Notification of Allocation. Participating institutions will be notified each year of the amount of the allocation and the number of awards allocated to each institution. (3-15-02)~~

~~03. Distribution of Funds. Funds allocated to participating institutions for the fiscal year by the Office of the State Board of Education shall be distributed to the institutions prior to the start of the academic year. (3-15-02)~~

~~04. Enrollment Factor. The allocation for a participating institution in a specific fiscal year shall be equal to the portion of the appropriation for that fiscal year multiplied by an enrollment factor. That enrollment factor shall be calculated by dividing the headcount of full time minority students at the participating institutions by the total headcount of full time minority students for all participating institutions. (3-15-02)~~

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~~05. **Carry Forward of Funds.** Unexpended funds allocated to participating institutions for this program shall not be carried forward from one fiscal year to the next. Such unexpended funds shall be returned to the Board for reallocation in the succeeding fiscal year. (3-15-02)~~

~~**104. **SELECTION OF SCHOLARSHIP RECIPIENTS.****~~

~~Recipients of scholarships are selected by a committee appointed by the financial aid director of each participating eligible institution, in accordance with Chapter 46, Title 33, Idaho Code, as verified by the staff of the Board.~~

~~(3-15-02)~~

~~**105. **FINANCIAL NEED.****~~

~~Financial need will be determined annually by the participating institutions in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgment, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in considering applicants. (3-15-02)~~

~~**106. **CONTINUING ELIGIBILITY.****~~

~~01. **Academic Progress.** To remain eligible for renewal of a scholarship, the recipient must enroll in and complete an average of twelve (12) credit hours per semester and maintain satisfactory academic progress as defined by the participating institution. (3-15-02)~~

~~02. **Financial Need.** If financial need is one of the eligibility criteria used in the scholarship selection, the recipient must continue to have financial need. (3-15-02)~~

~~03. **Compliance.** The recipient must continue to comply with all of the provisions of the Minority and "At Risk" Scholarship Program and these rules. (3-15-02)~~

~~04. **Transfer Students.** A student who transfers from one eligible institution to another shall not be entitled to retain this scholarship award. (3-15-02)~~

~~05. **Interruption.** A recipient who discontinues his enrollment shall not be entitled to retain this scholarship. However, upon re-enrollment in an eligible institution the individual may re-apply for the scholarship. (3-15-02)~~

~~**107. **ADDITIONAL RESPONSIBILITIES OF ELIGIBLE POSTSECONDARY INSTITUTIONS.****~~

~~01. **Scholarship Recipient Report.** Participating institutions shall provide to the Board an annual list of scholarship recipients prior to disbursement of scholarship funds which shall include ethnic origin, gender, grade point average, class standing, and number of college credits completed. (3-15-02)~~

~~02. **Recruitment and Retention Report.** Participating institutions shall provide to the Board an annual report on minority recruitment and retention. (3-15-02)~~

~~03. **Withdrawal from Institution.** In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Office of the State Board of Education that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes within the first sixty percent (60%) of any semester, quarter, term, or equivalent, the officials must remit to the Office of the State Board of Education a prorated share of any scholarship payments made to the institution, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. (3-15-02)~~

~~04. **Waiver.** In the event of extreme hardship as determined by the professional judgement of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Office of the State Board of Education an accounting~~

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of all waivers granted. (3-15-02)

108. — APPEAL PROCEDURE.

Any applicant, recipient, or eligible postsecondary educational institution adversely affected by a decision made under procedures of this chapter may appeal using the institution's financial aid appeals process. Students or educational institutions that desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the Board. (3-15-02)

~~01. — Requirements for Submitting Appeal.~~ The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. (3-15-02)

~~02. — Submission of Appeal to President of Board.~~ The appeal must be submitted to the president of the State Board of Education in care of the Office of the State Board of Education, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-15-02)

~~03. — Transmittal to Subcommittee.~~ If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the State Board of Education within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-15-02)

~~04. — Subcommittee Recommendations.~~ Following the subcommittee's decision, the president of the State Board of Education will present the subcommittee's recommendation to the State Board of Education at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the State Board of Education, be permitted to make a presentation to the Board. (3-15-02)

~~05. — Board Decision.~~ The decision of the State Board of Education is final, binding and end all administrative remedies unless otherwise specifically provided by the Board. The State Board of Education will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the State Board of Education. (3-15-02)

109. — AUTHORITY OF THE STATE BOARD OF EDUCATION.

With the sole exception of the ability to audit the Idaho Minority and "At Risk" Student Scholarship Program as set forth in Section 110 of this chapter, these rules do not grant any authority to the State Board of Education and Board of Regents of the University of Idaho to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Minority and "At Risk" Student Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of a Minority and "At Risk" Student Scholarship. (3-15-02)

110. — AUDIT.

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Minority and "At Risk" Student Scholarship Program. (3-15-02)

111. — 999. — (RESERVED)

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SUBJECT

Proposed Rules IDAPA 08.01.09 – Rules Governing the GEAR UP Idaho Scholarship Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.09

BACKGROUND/DISCUSSION

The GEAR UP Idaho Scholarship is the scholarship component of the Federal GEAR UP grant. The scholarship is available to student who attended a school participating in the GEAR UP program and who participated in the programs early intervention component in grades seven (7) through ten (10). To be eligible for participation the student must have graduated in 2012, or will be graduating in 2013 or 2014. During this past award cycle a number of areas within the rule were identified as needing further clarification.

The proposed amendment to IDAPA 08.01.09 provides additional clarity to the initial application process, the selection of recipients, and continuing eligibility requirements.

IMPACT

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.09

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.01.09 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 09

08.01.09 - RULES GOVERNING THE GEAR UP IDAHO SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

These rules are promulgated pursuant to the authority of the State Board of Education (Board) under Section 33-105, Idaho Code. (3-29-12)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.09, "Rules Governing the GEAR UP Idaho Scholarship Program." (3-29-12)

02. Scope. These rules constitute the requirements for the GEAR UP Idaho Scholarship Program. (3-29-12)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (3-29-12)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-12)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (3-29-12)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the State Board of Education is in Boise, Idaho. (3-29-12)

01. Mailing Address. The mailing address is PO Box 83720, Boise, Idaho 83720-0037. (3-29-12)

02. Street Address. The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-12)

03. Office Hours. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-12)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-12)

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Dependable Strengths Report. A tool available on the Idaho Career Information System that assists students in assessing skills and abilities as they relate to career choices and options. Dependable Strengths is accessed via My CIS Portfolio. (3-29-12)

02. Educational Costs. Student costs for tuition, fees, room and board, or expenses related to

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reasonable commuting, books and other expenses reasonably related to attendance a postsecondary educational institution. This cost is determined by the postsecondary institution the student attends and is the institutions published cost of attendance for the academic year for which the student is attending. (3-29-12)

03. Eligible Institution. (3-29-12)

a. A public postsecondary educational institution governed or supervised by the Board, or a board of trustees of a community college established pursuant to the provisions of Chapter 21, Title 33, Idaho Code; or (3-29-12)

b. Any educational organization located in Idaho that is: (3-29-12)

i. Operated privately; and (3-29-12)

ii. Classified as not-for-profit under ~~the~~ Idaho Code; and (3-29-12)

iii. Under the control of an independent board and not directly controlled or administered by a public or political subdivision; and (3-29-12)

iv. Accredited by an organization recognized by the Board, as provided in section 33-2402, Idaho code. (3-29-12)

v. Eligible for receipt of federal financial aid funding. (3-29-12)

04. Eligible Student. A student who: (3-29-12)

a. Is an Idaho resident and who has participated in the early intervention component (7th through 10th grade) of the GEAR UP Idaho program and who has or will graduate from an accredited high school or equivalent in Idaho as determined by the Board in 2012, 2013, or 2014; (3-29-12)

b. Has enrolled or applied as a full-time student in an eligible institution for a minimum of twenty-four (24) credit hours in an academic year. (3-29-12)

05. Administrator. The Executive Director of the Idaho State Board of Education or his designee. (3-29-12)

011. -- 099. (RESERVED)

100. OBJECTIVES OF THE GEAR UP IDAHO SCHOLARSHIP PROGRAM.

The objectives of the GEAR UP Idaho scholarship program are as follows: (3-29-12)

01. Continuation of Education. To support the continuation of education at the postsecondary level by providing qualified students with a scholarship; and (3-29-12)

02. Successful Completion of Program Activities. To recognize the successful completion of GEAR UP program activities by student participants. (3-29-12)

101. ELIGIBILITY.

01. Eligible Student. An applicant must be an eligible student and less than twenty-two (22) years of age at the time the student first receives a scholarship award. (3-29-12)

02. Undergraduate Student. An eligible student must be enrolled full-time in an undergraduate program at an eligible institution. A student enrolled in an undergraduate program is eligible for consideration for a scholarship award, even if some of the student's courses are at the graduate level. (3-29-12)

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102. -- 199. (RESERVED)

200. APPLICATION PROCESS.

01. Initial Applications. (3-29-12)

a. An eligible student ~~who has not yet graduated from an accredited high school or its equivalent in the state of Idaho~~ must complete and submit the GEAR UP Idaho Scholarship Application to the Board electronically on or before the date specified in the application, but not later than ~~January 15th~~ March 1 of the year ~~the student will graduate from a secondary school or its equivalent~~. An applicant without electronic capabilities may receive assistance in completing the electronic application from a high school counselor or from the State Board of Education scholarship staff. The application and may also be submitted to the Gear Up Idaho Scholarship Administrator through the United States Postal Service, which must be postmarked not later than ~~January 15th~~ March 1. (3-29-12)

b. An applicant must complete and submit the Free Application for Federal Student Aid (FAFSA) on or before ~~February 15th~~ March 1 of the year student will graduate from secondary school or its equivalent. (3-29-12)

c. An applicant must submit with his or her application a copy of the applicant's Dependable Strengths Report or in lieu of submitting the applicant's Dependable Strengths Report an applicant may submit a one-page essay on the topic "My Unique Dependable Strengths." (3-29-12)

02. Announcement of Award. ~~Announcement of the award of initial scholarships for the 2012-2013 academic year will be made no later than May 15, 2012, with awards to be effective at the beginning of that academic year. The announcement of award recipients in future academic years~~ recipients will be made no later than May 1. (3-29-12)

03. Communication with State Officials. Applicants for initial scholarships must respond by the date specified to any communication from officials of the GEAR UP Idaho Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (3-29-12)

201. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

Applications will be reviewed and awards selected based on financial need, hours of participation in the GEAR UP program and academic preparation based on a combination of the ACT composite or SAT combined reading and math score and cumulative high school grade point average (GPA). Priority will be given to applicants who are eligible to receive Pell grant funding, as determined by the Free Application for Federal Student Aid (FAFSA). (3-29-12)

01. Academic Eligibility. (3-29-12)

a. Applicants for the GEAR UP Idaho scholarship are selected as recipients, in part, on the basis of their academic performance. The student applicant's high school GPA and ACT composite or SAT combined reading and math score are weighed equally to determine an applicant's academic rank. (3-29-12)

b. The academic ranking constitutes twenty percent (20%) of the selection ranking. (3-29-12)

c. Grade point average (GPA). An eligible student's unweighted GPA will be used to determine the GPA value. (3-29-12)

d. ACT Composite or SAT combined reading and math Score. Academic applicants must take the ACT or SAT reading and math exam. The highest composite score from any single test administration taken prior to the application deadline of ~~January 15~~ will be considered. ~~Applicants will be ranked against other applicants based upon the ACT composite score.~~ (3-29-12)

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02. Financial Eligibility. (3-29-12)

a. Applicants for GEAR UP Idaho scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The primary tool that will be used by the GEAR UP Scholarship Program officials to determine financial need will be the federal FAFSA, used by the United States Department of Education to determine eligibility for financial aid and an expected family's contribution (EFC) to a student's postsecondary education. The financial need of an applicant for a GEAR UP scholarship will be based upon the validated expected family contribution, as identified by the FAFSA report. (3-29-12)

b. The financial need factor, as determined by FAFSA, will constitute sixty percent (60%) of the weighting for the selection of recipients of GEAR UP scholarships. (3-29-12)

03. Participation Eligibility. (3-29-12)

a. Applicants for GEAR UP Idaho scholarships are selected in part on the basis of their participation in GEAR UP activities. (3-29-12)

b. The participation factor will constitute twenty percent (20%) of the selection ranking. (3-29-12)

c. Participation is reported in hours. Participation is determined based upon the hours a GEAR UP applicant participated in available GEAR UP early intervention program activities offered at their school. Applicants will be compared to other applicants from the same school. GEAR UP participation hours shall be provided by the GEAR UP school the student participated in. (3-29-12)

301. -- 399. (RESERVED)

400. GEAR UP IDAHO SCHOLARSHIP AWARD.

01. Distribution. GEAR UP Idaho scholarships will be awarded at each GEAR UP school with distribution based on school population in relation to the over-all state GEAR UP population. (3-29-12)

02. Monetary Value of the Gear Up Idaho Scholarship. (3-29-12)

a. The monetary value of the GEAR UP Idaho scholarship award to a student is set at the maximum amount of the Federal Pell Grant as established by the Federal government for the given year. (3-29-12)

b. The total amount of financial aid from all sources shall not exceed the student's total educational costs. (3-29-12)

03. Payment. Payment of scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (3-29-12)

04. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to one (1) educational year or equivalent for attendance at an eligible institution. ~~Request for part-time study must have prior authorization by the GEAR UP Idaho administrator, and if granted, scholarship awards will be reduced proportionally.~~ (3-29-12)

05. Eligibility. If a student receives a scholarship payment and it is later determined that the student did not meet all of the eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible institution's refund policy. (3-29-12)

401. -- 499. (RESERVED)

500. CONTINUING ELIGIBILITY.

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To remain eligible for renewal of a GEAR UP Idaho scholarship, the recipient must comply with all of the provisions of the GEAR UP Idaho Program and these rules, in addition to the following requirements: (3-29-12)

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of a GEAR UP Idaho scholarship must be submitted to the Board electronically by the date established on the application, but not later than ~~January 30~~March 1. An applicant without electronic capabilities may submit an application on the form established by the GEAR UP Idaho Program administrator through the United States Postal Service, which must be postmarked no later than ~~January 30~~March 1. In addition, a scholarship recipient must update and submit the FAFSA on or prior to ~~February 15~~March 1. (3-29-12)

02. Credit Hours. To remain eligible for renewal of a scholarship award, the scholarship recipient must be enrolled as a full-time student and have completed a minimum of twenty-four (24) credit hours or its equivalent for the academic year in which the student received a scholarship award. ~~A student must be enrolled in full-time study each term unless prior approval by the program administrator is granted to attend part time. If a student does not receive a minimum of twelve (12) credit hours in a term, they may not receive the second semester award without seeking approval from the scholarship administrator.~~ (3-29-12)

03. Satisfactory Academic Progress. To remain eligible for renewal of a scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point zero (2.0) on a scale of four point zero (4.0) during the time that the recipient received an award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-29-12)

04. Transfer Students. Scholarship recipients who transfer to another eligible institution remain eligible for scholarship renewal and must inform the administrator no later than March 1 following the transfer. (3-29-12)

05. Maximum Scholarship Award. The award of a GEAR UP Idaho scholarship shall not exceed the equivalent of eight (8) continuous semesters or the equivalent of four (4) continuous academic years. (3-29-12)

501.--- 599. (RESERVED)

600. MISCELLANEOUS PROVISIONS.

01. Interruption of Enrollment. A scholarship recipient who requests to take leave from and interrupt enrollment at an eligible institution must submit a letter of intent to interrupt continuous enrollment to the ~~GEAR UP Idaho~~ administrator no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Requests can only be made after the completion of one (1) full academic year. Failure to do so may result in forfeiture of any continuing scholarship eligibility. The administrator will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the administrator declaring his intent to re-enroll as a full-time undergraduate student at an eligible institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. If a leave request is granted, the total time that the scholarship will be available to the student shall not exceed the four (4) academic years immediately following the student's graduation from secondary school or its equivalent. (3-29-12)

~~**02. Reassignment of Scholarships in Case of Discontinuance or Termination.** If a scholarship recipient enrolled in an eligible institution permanently withdraws or is dismissed prior to completion of his or her four (4) academic year scholarship eligibility term, then the GEAR UP Idaho administrator may award the scholarship to another eligible GEAR UP applicant (an alternate recipient) in the same application year. If there are no other alternates from that year, then the administrator may award the scholarship to another qualifying GEAR UP applicant. In the event that an award is made to an alternate recipient, then this new student shall assume the vacant scholarship of the Idaho GEAR UP student who has withdrawn or was dismissed. However, such student shall only receive the benefits of this scholarship for the remaining years of eligibility for the GEAR UP scholarship recipient who withdrew or was dismissed prior to completion of the scholarship eligibility term.~~ (3-29-12)

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~~03. Reassignment in Case of Leave of Absence. If a GEAR UP scholarship recipient enrolled in an eligible institution requests and is granted a leave of absence during his or her four (4) academic year scholarship eligibility term, then the GEAR UP Idaho administrator may award the scholarship to another eligible GEAR UP applicant (an alternate recipient) from the same application year for the duration of the leave period. If there are no other alternates from that year, then the administrator may award the scholarship to another qualifying GEAR UP applicant. In the event that an award is made to an alternate recipient, then this new student shall assume the vacant scholarship of the Idaho GEAR UP student who is on an approved leave. However, such student shall only receive the benefits of this scholarship for the term of the leave.~~ (3-29-12)

601. -- 699. (RESERVED)

700. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible institution participating in this GEAR UP Idaho Scholarship Program must submit statements of continuing student eligibility to the ~~GEAR UP Idaho~~ administrator by the 30th day of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

02. Other Requirements. An eligible institution must: (3-29-12)

a. Be eligible to participate in Federal Title IV financial aid programs, and must provide prompt notification regarding any changes in this status to the State Board of Education; (3-29-12)

b. Provide data on student enrollment and federal, state, and private financial aid for students to the ~~GEAR UP Idaho~~ administrator; and (3-29-12)

c. Agree to permit periodic GEAR UP Idaho Scholarship Program audits to verify compliance with these rules. (3-29-12)

701. ADMINISTRATION.

The ~~GEAR UP Idaho~~ administrator is responsible for: (3-29-12)

01. Information. Releasing any public information regarding the GEAR UP Idaho Scholarship Program; (3-29-12)

02. Recipient Determination. Determination of scholarship recipients; (3-29-12)

03. Payment Procedures. Determination of procedures for payment of scholarships to recipients; (3-29-12)

04. Accounting. Maintaining fiscal controls and accounting procedures; (3-29-12)

05. Program Management. Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (3-29-12)

703. -- 799. (RESERVED)

800. APPEALS.

Any scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The ~~opportunity~~ scholarship applicant or recipient must appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the scholarship applicant or recipient believes the decision should be changed. The appeal must be submitted to the GEAR UP Idaho administrator, who must acknowledge receipt of the appeal within seven (7) days.

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The GEAR UP Idaho administrator shall forward the appeal to the President of the Board. The Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-29-12)

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The ~~opportunity~~ scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal.

(3-29-12)

02. Subcommittee Recommendations. Following the subcommittee's decision, the President of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The ~~opportunity~~-scholarship applicant or recipient initiating the appeal may, at the discretion of the President of the Board, be permitted to make a presentation to the Board. (3-29-12)

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the ~~opportunity~~ scholarship applicant or recipient in writing of the decision of the Board. (3-29-12)

801. -- 999. (RESERVED)

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SUBJECT

Proposed Rules IDAPA 08.01.13 – Rules Governing the Opportunity Scholarship Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13
Chapter 56, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Senate Bill 1027 (2013) consolidated and streamlined the scholarships managed by the Board office. In order to minimize the impact on students currently receiving state funded scholarships, the proposed changes to the state scholarship programs will be transitioned in over the next two fiscal years, FY14 and FY15. Students currently receiving a scholarship award will continue to receive those awards as long as they meet the current program eligibility requirements, subject to available funding, for the duration of their current award term. One year awards will be granted in FY14 under the current Opportunity Scholarship Act, Promise Scholarship program, and Minority and “At-Risk” Scholarship programs, using those programs current requirements. The repeal of the Idaho Robert R. Lee Promise Scholarship Program, and the Idaho Minority and “At-Risk” Student Scholarship Act becomes effective July 1, 2014.

Proposed changed to IDAPA 08.01.13 will bring the Opportunity Scholarship rule into alignment with the changes made Idaho code in Senate Bill 1027 as well as clarify how the amended Opportunity Scholarship program will be administered. Amendments are made to the academic eligibility and continuing eligibility requirements for applicants, and the deadline for submitting applications. Clarify language was added to specify the grade point average used shall be the cumulative grade point average and the monetary value of the award.

IMPACT

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship. The proposed rule, if accepted by the legislature, would take effect at the end of the 2014 legislative session.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.13

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a

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Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.01.13 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 01
CHAPTER 13**

08.01.13 - RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5605, and 33-5606(2)(c), Idaho Code the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (4-2-08)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, "Rules Governing the Opportunity Scholarship Program." (4-2-08)

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-2-08)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-2-08)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-2-08)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-2-08)

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06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov.
(4-2-08)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-2-08)

007. -- 009. (RESERVED)

010. DEFINITIONS.

~~**01. Educational Costs.** Is defined in Section 33-5604(1), Idaho Code and means the dollar amount determined annually by the state board of education as necessary for student tuition, fees, room and board, books and such other expenses reasonably related to attendance at an eligible Idaho postsecondary educational institution.
(4-2-08)~~

~~**02. Eligible Idaho Postsecondary Educational Institution.** Is defined in Section 33-5604(2), Idaho Code, and means: (4-2-08)~~

~~a. A public postsecondary organization governed or supervised by the state board, the board of regents of the university of Idaho, a board of trustees of a community college established pursuant to the provisions of Chapter 21, Title 33, Idaho Code, or the state board for professional technical education; or (4-2-08)~~

~~b. Any educational organization located in Idaho which is: (4-2-08)~~

~~i. Operated privately; (4-2-08)~~

~~ii. Classified as not for profit under the Idaho Code; (4-2-08)~~

~~iii. Under the control of an independent board and not directly controlled or administered by a public or political subdivision; and (4-2-08)~~

~~iv. Accredited by an organization recognized by the state board, as provided in Section 33-2402, Idaho Code. (4-2-08)~~

~~**03. Eligible Student.** Is defined in Section 33-5604(3), Idaho Code, and means a student who: (4-2-08)~~

~~a. Is an Idaho resident; (4-2-08)~~

~~b. Has or will graduate from an accredited high school or equivalent in Idaho as determined by the state board; (4-2-08)~~

~~c. Has enrolled or applied as a full-time student to an eligible Idaho postsecondary educational institution; and (4-2-08)~~

~~d. Is pursuing an undergraduate degree, certificate, or diploma. (4-2-08)~~

~~**04. Financial Eligibility.** Is defined in Section 33-5604(4), Idaho Code, and means the extent of a person's inability to meet the educational costs associated with attending an eligible Idaho postsecondary educational institution through a model of shared responsibility, taking into account the required and expected contributions of such person's parents, family and personal resources. (4-2-08)~~

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051. Grade Point Average or GPA. Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted.(4-2-08)

~~**06. Opportunity Scholarship Program.** Is defined Section 33-5604(5), Idaho Code and means the scholarship program described in Title 33, Chapter 56, Idaho Code, and these rules. (4-2-08)~~

011. -- 099. (RESERVED)

~~**100. OBJECTIVES OF THE OPPORTUNITY SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared an intent to create a scholarship fund to provide financial resources to Idaho students who are economically disadvantaged to close the gap between the estimated cost of attending an eligible Idaho institution of higher education and the expected student and family contribution toward such educational costs, and to encourage the educational development of such students in eligible Idaho postsecondary educational institutions. These rules set forth academic and financial eligibility requirements and other criteria for purposes of awarding opportunity scholarships. (4-2-08)~~

101. ELIGIBILITY.

01. Idaho Resident. An eligible student must be an Idaho resident, as defined in Section 33-3717B or 33-2110B, Idaho Code as applicable to the institution the student is applying to, and IDAPA 08.01.04, "Residency Classification," Subsection 005.01. (4-2-08)

02. Undergraduate Student. An eligible student must be pursuing an their first undergraduate certificate or degree, certificate, or diploma. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. (4-2-08)

03. Academic Eligibility. (4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of their cumulative GPA. ~~An eligible student's GPA will constitute thirty percent (30%) of the weighting for the selection of recipients of opportunity scholarships. (4-2-08)~~

b. To be eligible to apply for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-2-08)

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of three point zero (3.0) or better on a scale of four point zero (4.0) to be academically eligible to apply for an opportunity scholarship. (4-2-08)

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment examination administered by the College Board (ACT), and received a

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minimum composite score of twenty (20) or better, or the equivalent SAT+ assessment examination (SAT+) with an equivalent weighted score, to be academically eligible to apply for an opportunity scholarship. (4-2-08)

iii. A student who has obtained a general equivalency diploma - for purposes of academic eligibility, such student's cumulative GPA will be determined by the student's ACT or SAT score, equalized to reflect a secondary school GPA. (4-2-08)

iiiv. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two-three point zero (23.0) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. (4-2-08)

~~c. The following additional criteria shall be used to determine an eligible student's GPA: (4-2-08)~~

~~i. A student who has not yet graduated from secondary school and who has earned more than twelve (12) credits of postsecondary academic credit - for purposes of academic eligibility, the student's GPA shall be the higher of his or her secondary school GPA, or his or her postsecondary GPA, weighted to equalize secondary and postsecondary academic performance. (4-2-08)~~

~~ii. A student who has obtained a general equivalency diploma - for purposes of academic eligibility, such student's GPA will be determined by the student's ACT score, equalized to reflect a secondary school GPA. (4-2-08)~~

~~iii. A student currently enrolled in an eligible Idaho postsecondary educational institution - for purposes of academic eligibility, such student's GPA will be weighted to equalize secondary and post secondary academic performance. (4-2-08)~~

04. Financial Eligibility. (4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The primary tool that will be used by Opportunity Scholarship Program officials to determine financial need will be the federal Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education to determine eligibility for financial aid and a family's expected contribution to a student's postsecondary education. The financial need of an applicant for an opportunity scholarship will be based upon the validated expected family contribution, as identified by the FAFSA report. (4-2-08)

~~b. The financial need factor, as determined by FAFSA, will constitute seventy percent (70%) of the weighting for the selection of recipients of opportunity scholarships. (4-2-08)~~

05. Additional Eligibility Requirements. (4-2-08)

~~a. A student who has not yet graduated from high school, or its equivalent, in the state of Idaho must be at least in his junior year to be eligible to apply for an opportunity~~

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scholarship must be in their last year of high school or its equivalent to apply for an opportunity scholarship. (4-2-08)

b. To be eligible to receive an opportunity scholarship, an eligible student must: (4-2-08)

i. Have taken the ACT assessment examination, or the equivalent SAT assessment examination, or the Writing Skills, Reading Skills, and Algebra areas of the ~~ACT Compass~~ COMPASS, or ACCUPLACER examination; (4-2-08)

ii. Be enrolled as a full-time student in an eligible Idaho postsecondary educational institution; and (4-2-08)

iii. Be pursuing an undergraduate degree, certificate, or diploma. (4-2-08)

c. A student must accept all federal grant aid that is made available to such student to be eligible to receive an ~~Idaho~~ opportunity scholarship. (4-2-08)

d. ~~To be eligible to receive an opportunity scholarship, the A~~ student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the ~~O~~portunity ~~S~~scholarship ~~P~~rogram. (4-2-08)

e. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received. A student shall not be eligible for an ~~O~~portunity ~~S~~scholarship if: (4-2-08)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an ~~O~~portunity ~~S~~scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. The student is not within two (2) semesters of graduation in such major, based on normal academic course load. (4-2-08)

~~06- Student Responsibility. The Board will, by resolution each year, establish the annual amount of the expected student contribution toward his education through employment or other contributions (student responsibility). It is expected that a student will contribute an amount equal to a student working a minimum of twenty (20) hours per week during the time that a postsecondary educational institution is in session, and a minimum of forty (40) hours per week during the summer recess. This expectation will be one (1) of the factors the Board will use to set the amount of student responsibility. The Board may consider other factors as well, such as summer living expenses, and transition time between the academic year and the summer, as examples.~~ (4-2-08)

102. -- 200. (RESERVED)

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~~201. APPLICATION PROCESS (EFFECTIVE JULY 1 THROUGH DECEMBER 31, 2007).~~

~~01. Initial Applications. (4-2-08)~~

~~a. An eligible student who has enrolled in an eligible Idaho postsecondary educational institution for the 2007 — 2008 academic year, and who completed and submitted the FAFSA on or prior to March 1, 2007, shall be eligible for consideration for an opportunity scholarship award for the 2007 — 2008 academic year. Eligible Idaho postsecondary educational institutions shall transmit to the Board enrolled students who meet the eligibility requirements of these rules. (4-2-08)~~

~~b. After this selection process is performed, eligible students will be contacted by Opportunity Scholarship Program officials and must agree to the terms of the program, including these rules, by signing and electronically submitting an application to the Board. (4-2-08)~~

~~02. Announcement of Award. Announcement of the award of initial scholarships for the 2007 — 2008 academic year will be made no later than September 30, 2007, with awards to be effective at the beginning of that academic year. (4-2-08)~~

~~03. Communication with State Officials. Applicants for initial scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4-2-08)~~

~~2021. APPLICATION PROCESS (EFFECTIVE JANUARY 1, 2008).~~

~~01. Initial Applications. (4-2-08)~~

~~a. An eligible student who has not yet graduated from an accredited high school or its equivalent in the state of Idaho must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. An applicant who is in his junior year must complete and submit the FAFSA-4caster on or prior to March 1 of their junior year. All applicants must complete and submit the FAFSA on or prior to March 1 of his last year of secondary school (including applicants who were secondary school juniors that previously submitted the FAFSA-4caster). (4-2-08)~~

~~b. An eligible student currently enrolled in an eligible Idaho postsecondary educational institution must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked by March 1. A current postsecondary educational institution student must complete and submit the FAFSA on or prior to March 1. (4-2-08)~~

~~02. Announcement of Award. Announcement of the award of initial scholarships~~

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will be made no later than ~~the first business day after~~ June 15 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. (4-2-08)

03. Communication with State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the state board of education executive director or designee. (4-2-08)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. The selection of applicants for the receipt of an opportunity scholarship will be based on the availability of funding for the Opportunity Scholarship Program. In addition, opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (4-2-08)

a. ~~Applicants will be ranked to determine the eligible students with the greatest demonstrated financial need, based on the financial eligibility requirements of these rules. Then,~~ eEligible students shall be selected based on rating criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (4-2-08)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received a previous opportunity scholarship award, and have continuing eligibility based upon financial need and other criteria provided in these rules. (4-2-08)

02. Monetary Value of the Opportunity Scholarship. (4-2-08)

a. The Board will, ~~by resolution each year, establish the maximum annual amount that a student may receive under the Opportunity Scholarship Program. In addition, the Board will,~~ by resolution each year, establish the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the Opportunity Scholarship Program. The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution. (4-2-08)

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the federal Student Aid Report (SAR) that is known at the time of award determination; (4-2-08)

iii. The amount of other financial aid awarded the student, from private or other sources. (4-2-08)

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c. The amount of an opportunity scholarship award to an individual student shall not exceed the ~~maximum amount educational cost~~ established by the Board annually, and shall not exceed the actual cost of tuition at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition or matriculation fees at Idaho's public four (4) year postsecondary educational institutions. (4-2-08)

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to ~~one four (14)~~ four (4) educational years, ~~or eight (8) semesters~~ or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility to the student. (4-2-08)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules, in addition to the following requirements: (4-2-08)

01. Renewal Application. A scholarship recipient must ~~complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of an opportunity scholarship must be submitted to the Board electronically by the date established on the application, but not later than January 31. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than January 31. In addition, a scholarship recipient must~~ update and submit the FAFSA on or prior to March 1. (4-2-08)

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twelve (12) credit hours or its equivalent each semester that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of nine (9) credit hours or its equivalent each semester that the student received an opportunity scholarship award. (4-2-08)

03. Satisfactory Academic Progress. To remain eligible for renewal of an

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opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of ~~two-three~~ point zero (23.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (4-2-08)

04. Maximum Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (4-2-08)

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (4-2-08)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

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c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

d. Provide student level data as requested by the board on the effectiveness of the scholarship program in the form and timeframe established by the board.

de. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

401. ADMINISTRATION.

The Board is responsible for: (4-2-08)

a. Releasing any public information regarding the Opportunity Scholarship Program; (4-2-08)

b. Determination of scholarship recipients; (4-2-08)

c. Determination of procedures for payment of scholarships to recipients; (4-2-08)

d. Maintaining fiscal controls and accounting procedures; (4-2-08)

e. Preparing annual reports as required, and (4-2-08)

f. Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (4-2-08)

g. Providing annually to the participating institutions the formulas that will be used in calculating:

i. academic eligibility scores

ii. weighting financial eligibility and academic eligibility

402. -- 500. (RESERVED)

501. APPEALS.

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The opportunity scholarship applicant or recipient must appeal no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the opportunity scholarship applicant or recipient believes the decision should be changed. The appeal must be submitted to the President-executive director of the Board or designee. The Board must office of the board shall acknowledge receipt of the appeal within seven (7) days. The President-executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (4-2-08)

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President-executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (4-2-08)

02. Subcommittee Recommendations. Following the subcommittee's decision, the President-executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship

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applicant or recipient initiating the appeal may, at the discretion of the ~~President-executive~~
director of the Board, be permitted to make a presentation to the Board. (4-2-08)

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-2-08)

502. -- 999. (RESERVED)

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SUBJECT

Temporary Proposed Rules IDAPA 08.02.04 – Rules Governing Public Charter Schools and IDAPA 08.03.01 – Rules Governing the Public Charter School Commission

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04 and IDAPA 08.03.01, Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION

During the 2013 legislative session, changes were made to statutes governing charter schools in the state of Idaho. Those changes consisted of eliminating the notices of defect, a requirement for periodic renewals of all charter schools, the creation of performance contracts for charter schools, a process that allows school-district authorized charter schools to become Local Educational Agencies (LEA's), procedures for when a charter school is closed, the addition of colleges and universities as eligible authorizers, the allowance for the Department of Education to reduce the front-loading of charter school funding, the creation of an Authorizer Fee, and changes to the make-up of the Public Charter School Commission. The proposed changes amend rule to coincide with the 2013 statutory changes.

IMPACT

The proposed changes will bring both rules into compliance with changes made during the 2013 legislative session and provide for administrative efficiencies.

ATTACHMENTS

Attachment 1 – Temporary Proposed Rule Changes to IDAPA 08.02.04 Page 3
Attachment 2 – Temporary Proposed Rule Changes to IDAPA 08.03.01 Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. These rules qualify as temporary rules as they will bring rules into compliance with amendments to governing law.

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The Public Charter School Commission and Board staffs recommend approval.

BOARD ACTION

I move to approve the Temporary Proposed Rule changes to IDAPA 08.02.04 and IDAPA 08.03.01 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

02. Scope. These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-11-06)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-11-06)

06. Electronic Address. The electronic address of the State Board of Education website is www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 009. (RESERVED)

010. DEFINITIONS.

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~~01. — **Authorized Chartering Entity.** Is defined in Section 33-5202A(1), Idaho Code, and means the local board of trustees of a school district in this state or the Idaho Public Charter School Commission. (4-11-06)~~

01. — Authorizer Fee. Fee paid by each public charter school to its authorized chartering entity.

02. — Board. Means the Idaho State Board of Education. (4-11-06)

~~03. — **Charter.** Is defined in Section 33-5202A(2), Idaho Code, and means the grant of authority approved by the authorized chartering entity to the board of directors of the charter school. (4-11-06)~~

04. 03. Commission. Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (4-11-06)

05. 04. Department. Means the Idaho Department of Education. (4-11-06)

05. — Institution. For the purpose of this section, Institution means an Idaho public college, university of community college, or a private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities.

~~06. — **Founder.** Is defined in Section 33-5202A(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits. (4-11-06)~~

~~07. — **Petition.** Is defined in Section 33-5202A(45), Idaho Code, and means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school. (4-11-06)~~

08. 06. Petitioners. Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (4-11-06)

~~09. — **Public Charter School.** Is defined in Section 33-5202A(57), Idaho Code, and means a school that is authorized under the Public Charter Schools Act, Title 33, Chapter 52, Idaho Code, to deliver public education in Idaho. (4-11-06)~~

~~10. — **Public Virtual School.** Is defined in Section 33-5202A(89), Idaho Code, and means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. (4-4-13)~~

11. 07. School Year. Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (4-11-06)

011. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

01. — Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall provide the Board with written notice of such approval. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-4-13)

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02. Authorization to Begin Educational Instruction. The public charter schools authorized to begin educational instruction during a given school year shall be those public charter schools that have received approval from their authorized chartering entities to begin educational instruction ~~at some time~~ during such school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction, must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year. (4-4-13)

03. Notification. The Board shall, as soon as reasonably practicable after determining that a public charter school will be authorized to begin educational instruction during a given school year, provide written notification to the petitioners. The Board shall also send a copy of such notification to the authorized chartering entity that approved the charter. (4-11-06)

103. AUTHORIZED CHARTERING ENTITY.

01. Institution. An institution shall receive approval from their governing board prior to authorizing any charter schools.

a. Petitions shall be submitted to the president of the institution or his designee.

b. An institution may approve or deny a petition, but cannot refer the petition to an another authorized chartering entity.

b. Notwithstanding Sections 400 through 404, of these rules, denial of a new petition by an institution is final. A petitioner may submit a petition that has been denied by an institution to any authorized chartering entity.

102. AUTHORIZER FEE.

01. Notification. It is the responsibility of each authorizer to notify the Department if the authorizer fee has not been received by the date specified in section 33-5208, Idaho code.

a. The authorizer must provide notification of the delinquent fee to the charter school prior to reporting to the Department.

b. The authorizer must provide the amount delinquent and proof of notification to the charter school within thirty (30) days of the non-payment of the authorizer fee.

c. The Department shall withhold the amount of the delinquent fee from the next scheduled release of funds to the charter school. The funds will be withheld until the Department has received notification from the authorizer that the authorizer Fee has been paid in full.

103. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

01. Assistance With Petitions. The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

02. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

03. Petition Sufficiency Reviews. Prior to submitting a petition to an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which will review the proposed draft petition to determine whether it complies with statutory requirements. (4-4-13)

201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

01. Charter School Policies and Procedures. An authorized chartering entity may adopt its own

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charter school policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (4-11-06)

~~02. **Application Deadline.** Petitioners must submit a new petition to an authorized chartering entity by September 1 in order to be eligible to begin educational instruction for the following school year as required by Section 33-5203, Idaho Code. A petition filed after such date that is approved and the charter granted shall not be eligible to begin operations until the next succeeding school year at the earliest.~~ (4-4-13)

202. PETITION REQUIREMENTS.

A petition to form a new or conversion public charter school shall be submitted in accordance with instructions, and in such format, as may be required by the Board. Notwithstanding, the petition must include, at a minimum, the information described in Section 33-5205, Idaho Code. (4-11-06)

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (4-11-06)

02. Enrollment Opportunities. Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (4-11-06)

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial

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capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

(4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33-5205(3)(i), Idaho Code, ~~for students returning to the public charter school, for children of founders and full time employees, and for siblings of students already selected to attend the public charter school. Such admission preferences must be approved by the authorized chartering entity and described in the final approved petition.~~(4-11-06)

~~**06. Priority of Preferences for Initial Enrollment.** If a public charter school determines to establish admission preferences for initial enrollment of students in a public charter school, then the selection hierarchy with respect to such preferences shall be as follows:~~ (4-11-06)

~~**a.** First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. If so stated in its petition, a new public charter school may include within this priority group the children of full time employees, subject to the provisions of Section 33-5205(3)(k), Idaho Code.~~ (4-4-13)

~~**b.** Second, to siblings of pupils already selected by the lottery or other random method.~~ (4-11-06)

~~**c.** Third, to prospective students residing in the attendance area of the public charter school.~~(4-11-06)

~~**d.** Fourth, an equitable selection process, such as by lottery or other random method.~~ (4-11-06)

~~**07. Priority of Preferences for Subsequent Enrollment Periods.** If a public charter school determines to establish admission preferences for enrollment of students in a public charter school in subsequent school years, then the selection hierarchy with respect to such preferences shall be as follows:~~ (4-11-06)

~~**a.** First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.~~ (4-11-06)

~~**b.** Second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school. If so stated in its petition, a public charter school may include within this priority group the children of full time employees and/or children withdrawn from the public charter school within the previous three (3) years as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, subject to the provisions of Section 33-5205(3)(k)(i-ii), Idaho Code.~~ (4-4-13)

~~**c.** Third, to siblings of pupils already enrolled in the public charter school.~~ (4-11-06)

~~**d.** Fourth, to prospective students residing in the attendance area of the public charter school.~~ (4-11-06)

~~**e.** Fifth, an equitable selection process, such as by lottery or other random method.~~ (4-11-06)

08.06. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall

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contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference. (4-11-06)

09.07. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time. (4-4-13)

e. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

10.08. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

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~~11.~~ 09. Notification and Acceptance Process.

(4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.

(4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

(4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list.

(4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

(4-11-06)

~~12.~~ 10. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

(4-11-06)

~~13.~~ ~~Admission Procedures for Approved Charter Schools. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule.~~

(4-11-06)

~~204.~~ SUBMISSION OF PETITION.

~~**01. New Public Charter School.** To institute the approval process for the formation of a new public charter school, the petitioners must submit the petition to the local board of trustees of the school district in which the proposed new public charter school will be located, as required by Section 33-5205(1)(a), Idaho Code.~~

(4-11-06)

~~**02. New Public Virtual School.** The petitioners for a new public virtual school must submit the petition for approval with the Commission, as required by Section 33-5205(1)(b), Idaho Code.~~

(4-11-06)

~~**03. Notification to the Board.** Petitioners shall promptly notify the Board that a petition has been submitted to an authorized chartering entity.~~

(4-11-06)

205. REVIEW OF PETITIONS.

01. Initial Sufficiency Review of Petition. Prior to submitting a petition with an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code.

(4-4-13)

02. Timeframe for Initial Sufficiency Review. The Department shall complete the ~~initial~~ initial sufficiency review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is

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received by the Department, but not later than thirty (30) days after receipt.

(4-11-06)

03. Notification of Findings After Initial Sufficiency Review. The Department shall notify the petitioners promptly in writing describing the results of the initial sufficiency review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (4-11-06)

04. ~~Written Response to Initial Review.~~ ~~Petitioners shall include a copy of the Department's final review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response.~~ **Correction of Deficiencies in Proposed Draft Petition.** Petitioners shall address any deficiencies in the proposed draft petition and shall resubmit the petition to the Department for additional reviews until the Department determines that the petition is sufficient. (4-4-13)

05. Substantive Review of Petition. The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

~~**06. Timeframe for Substantive Review.** An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code.~~ (4-11-06)

~~**a.** Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than seventy-five (75) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district.~~ (4-4-13)

~~**b.** An authorized chartering entity must make a decision on whether to approve the petition within seventy-five (75) days after the date of the public hearing on the merits of the petition.~~ (4-4-13)

~~**c.** The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional seventy-five (75) days if it determines the petition is incomplete.~~ (4-4-13)

~~**d.** The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition for an additional, specified period of time.~~ (4-4-13)

07. If Approved, Charter Is Subject to Limitations on Number of New Charters

~~If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to provide the Board with this written notice of approval.~~ (4-4-13)

08. 06. If Denied, Petitioners May Appeal.

(4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. Petitions submitted to a local board of trustees of a school district or the public charter school commission may be appealed. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (4-11-06)

206. WITHDRAWAL OF PETITION; REFERRAL OF PETITION TO THE COMMISSION.

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01. Referral of Petition by Local Board of Trustees. A board of trustees of a local school district may refer the petition for consideration to the Commission, as authorized by Section 33-5205(1)(c)(iii), Idaho Code. If a board of trustees of a local school district determines to refer a petition to the Commission, then it shall provide prompt written notice of such decision to the petitioners. In addition, the board of trustees of a local school district must promptly notify the Commission of the referral decision, including all the reasons for referral. (4-4-13)

02. Withdrawal by Charter Petitioners. Notwithstanding, if a board of trustees of a local school district does not refer a petition to the Commission, the charter petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration if, within seventy-five (75) days after the petition is received by the authorized chartering entity, the parties have not reached mutual agreement on the provisions of the petition, after a reasonable and good faith effort. (4-4-13)

03. Reasonable and Good Faith Effort. For purposes of Subsection 206.02 of these rules, the authorized chartering entity shall be considered to have established a reasonable and good faith effort to reach mutual agreement on the provisions of the petition if representatives of the authorized chartering entity take at least all of the following actions: (4-4-13)

a. The authorized chartering entity must send written notice to petitioners acknowledging receipt of the charter petition and the date of receipt. (4-11-06)

b. The authorized chartering entity posts public notice of a public hearing for the purpose of considering the petition, and such meeting is scheduled to occur not later than seventy-five (75) days after receipt of the petition and verification that there are thirty (30) signatures from qualified electors of the attendance area. (4-4-13)

c. Prior to the date the posted public hearing is scheduled, representatives of the authorized chartering entity must conduct a review of the petition and the State Department of Education sufficiency review of the petition, and if immediate concerns with the petition are identified, then written notice must be sent to petitioners identifying the concerns and requesting that said identified concerns be addressed. (4-4-13)

d. Either prior to or at the posted public hearing, representatives from both the authorized chartering entity and petitioners must meet and engage in face-to-face discussions regarding the charter petition. (4-4-13)

04. Failure of Authorized Chartering Entity to Make a Good Faith Effort. If the authorized chartering entity fails to make the good faith effort described in Subsection 206.03 of these rules, the petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration, provided the petitioner takes at least all of the following actions: (4-4-13)

a. The petitioners must provide the authorized chartering entity with a petition that is administratively complete and that has been reviewed by the Department in accordance with Section 205 of these rules. (4-4-13)

b. The petitioners must contact the authorized chartering entity, in writing, to ensure awareness of the timelines for petition review and the petitioners' request for a review of the petition and public hearing to consider the merits of the petition. (4-4-13)

c. In the event correspondence is sent to the petitioners identifying concerns with the petition, then the petitioners must respond in writing to the authorized chartering entity addressing the identified concerns. (4-4-13)

d. The petitioners must meet with the authorized chartering entity and engage in face-to-face discussions regarding the petition, if the authorized chartering entity provides an opportunity to do so. (4-4-13)

207. -- 299. (RESERVED)

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

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01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring ~~compliance with Title 33, Chapter 52, Idaho Code~~ that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (4-11-06)

02. Compliance with Terms of ~~Charter~~ Performance Certificate. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with ~~all of the terms and conditions of the charter performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code, by representatives of the authorized chartering entity of the school, as reflected in the final approved petition filed with the Board. In addition, the governing board of the public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies.~~ (4-11-06)

03. Annual Reports. The governing board of a public charter school must submit an annual ~~report to the authorized chartering entity of the school, as required by Section 33-5206(7), Idaho Code. The report shall contain the audit of the fiscal and programmatic operations as required in Section 33-5205(37) (j), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in Section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its charter performance certificate.~~ (4-11-06)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its ~~charter performance certificate~~. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (4-11-06)

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Compliance Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for ~~ensuring that monitoring the public charter school's operates operations in accordance with all of the terms and conditions of the charter performance certificate approved by the authorized chartering entity, as reflected in the final approved petition filed with the Board, and as provided by Section 33-5209(1), Idaho Code. The authorized chartering entity also shall be responsible for ensuring that the public charter school program approved by the authorized chartering entity meets the terms of the charter, complies with the general education laws of the state, unless specifically directed otherwise in Title 33, Chapter 52, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in Section 33-1612, Idaho Code, as provided in Section 33-5210(2), Idaho Code.~~ (4-11-06)

02. ~~Written Notice of Defect.~~ ~~If an authorized chartering entity has reason to believe that a public charter school has committed any defect identified in Subsections 33-5209(2)(a) through (e), Idaho Code, then the authorized chartering entity shall provide the public charter school with prompt written notice of such defect, and shall provide the public charter school a reasonable opportunity to cure such defect.~~ (4-11-06)

03. ~~Corrective Action Plan.~~ ~~The public charter school shall provide the authorized chartering entity with a corrective action plan describing the public charter school's plan to cure the defect. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion.~~ (4-11-06)

04. ~~Failure to Cure.~~ ~~If a public charter school fails to comply with the terms and conditions of the corrective action plan and to cure the defect at issue within a reasonable time, then the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter, as permitted by Section 33-5209(3), Idaho Code, and in accordance with Section 303 of these rules.~~ (4-11-06)

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302. CHARTER REVISIONS.

The governing board of a public charter school entity may reasonably request revisions to an approved ~~that its authorized chartering entity revise its~~ charter or performance certificate, as authorized by Section 33-52096(48), Idaho Code. (4-11-06)

01. Request for Revision of Charter. The governing board of a public charter school that desires to revise its charter must submit a written request describing the proposed revisions with the public charter school's authorized chartering entity. In addition, the governing board of the public charter school shall also submit one (1) copy of the proposed revisions to the Department, which shall review the proposed revisions in the same manner that it reviews a proposed draft petition, as described in Section 204 of these rules. The Department shall complete its review of the proposed charter revisions not later than thirty (30) days after receipt, and shall notify the governing board of the public charter school and the authorized chartering entity promptly in writing describing the results of such review. (4-4-13)

~~**02. Limited Review.** The authorized chartering entity shall only be permitted to review and consider the proposed revisions to the charter or performance certificate, and shall not have authority to make other charter revisions that are not requested by the public charter school. (4-11-06)~~

02. Request for Revision of Performance Certificate. The governing board of a public charter school that desires to revise its performance certificate must submit a written request and the proposed revisions to the public charter school's authorized chartering entity.

03. Procedure for Reviewing Request for Charter Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of the written notice from the Department in which to issue its decision on the request for charter revision. The authorized chartering entity shall consider the request for charter revision at its next regular meeting following the date of receipt of the written notice from the Department, provided that the request is submitted no fewer than thirty (30) days in advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter revision. (4-4-13)

04. Procedure for Reviewing Request for Performance Certificate Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of a request for performance certificate revision in which to issue its decision on the request for performance certificate revision. The authorized chartering entity shall consider the request for performance certificate revision at its next regular meeting following the date of receipt of the request for revision, provided that the request is submitted no fewer than thirty (30) days in advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for performance certificate revision.

04.05. Approval of Proposed Charter or Performance Certificate Revision. If the authorized chartering entity approves the proposed charter or performance certificate revision, a copy of such revision shall be executed by each of the parties to the charter ~~contract~~ or performance certificate and shall be treated as either a supplement to, or amendment of, the final approved petition or performance certificate, whatever the case may be. (4-4-13)

05.06. Denial of Proposed Charter or Performance Certificate Revision. If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter or performance certificate revision. The decision to deny a request for a charter or performance certificate revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter or performance certificate revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

303. REVOCATION.

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An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to ~~cure a defect with respect to the operation of the public charter school, as described in Subsection 301.04 of these rules, after receiving reasonable notice and a reasonable opportunity to cure the defect~~ meet any or the specific, written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified. (4-11-06)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has not complied with the corrective action plan and cured the defect at issue, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

304. -- 399. (RESERVED)

400. APPEALS.

The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

01. Denial of New Petition. The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

02. Approval of Conversion Petition. The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

03. Denial of Charter or Performance Certificate Revision. The denial by the authorized chartering entity of a public charter school of a request to revise a charter or performance certificate, as authorized by Section 33-5209~~6~~(48), Idaho Code. (4-11-06)

04. Revocation. A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209~~C~~(47), Idaho Code. (4-11-06)

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.

The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

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01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents:
(4-11-06)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

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07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (4-11-06)

08. Review of Recommendation by Authorized Chartering Entity. (4-11-06)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

09. Reversal of Initial Decision. (4-11-06)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

10. Affirmation of Initial Decision. (4-11-06)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.

The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these

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rules. (4-11-06)

c. A copy of the hearing officer's recommendation. (4-11-06)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

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a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code. (4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-4-13)

c. Redirect the petition for consideration by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (4-4-13)

d. Deny the appeal submitted by the petitioners/appellants. (4-11-06)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR PERFORMANCE CERTIFICATE OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.

The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter non-renewal or revocation decision. (4-11-06)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to non-renew or revoke a charter or to deny a charter or performance certificate revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board ~~eleven (11), three (3) hole punched, copies~~ one hard copy and one electronic copy of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed. (4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (4-11-06)

02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

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05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the non-renewal or revocation of the charter, or the request to revise the charter or performance certificate, or that the authorized chartering authority acted in an arbitrary manner in determining to non-renew or revoke the charter, or in denying the request to revise the charter or performance certificate. (4-11-06)

b. ~~Remand the matter back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. In the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review.~~ (4-4-13)

c. Deny the appeal filed by the appellants. (4-11-06)

404. EX PARTE COMMUNICATIONS.

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

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405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. Definition of LEA. As used in Section 500 of these rules, the term “local education agency” or “LEA” shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and as such term is further defined in 34 CFR 300.18.

(4-11-06)

02. LEA Designations. Section 33-5203(7), Idaho Code, provides that the ~~Board shall be responsible to designate those public charter schools that will be identified as an LEA; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA. A public charter school may request to be designated as an LEA. Such request shall be in writing and must be submitted to the executive director of the Board. In addition, such request shall state the reasons why the public charter school is requesting LEA status, and must include, at a minimum, the following:~~ board of trustees of a school district may designate a public charter school it authorizes as an LEA, with the concurrence of the public charter school board of directors. In order to designate a public charter school as an LEA, the board of trustees of the school district must submit to the Department the following no later than February 1 in order for any such designation to be effective for the following school year:

a. Verification that the board of trustees is the authorized chartering entity of the public charter school it wishes to designate as an LEA.

b. Written documentation that the board of trustees of the school district and the board of trustees of the public charter school have agreed to the designation of the public charter school as an LEA. Such documentation shall be signed by representatives of both parties.

~~a. Verification that the public charter school is a public virtual school under Idaho law (if applicable).~~ (4-11-06)

~~b. A description of the federal programs for which the public charter school will seek funding, and a detailed discussion of the projected financial impact (positive or negative) to the public charter school if it is designated an LEA.~~ (4-11-06)

~~c. A discussion of how the public charter school will administer the ISAT tests to its students.~~ (4-11-06)

03. Criteria. ~~The executive director of the Board shall have the authority to designate a public charter school as an LEA, in accordance with the following criteria:~~ (4-11-06)

~~a. A public charter school that is chartered by the board of trustees of a school district shall be included in that district's LEA, and the executive director of the Board shall not be permitted to designate such a school as an LEA.~~ (4-4-13)

~~b. A public charter school that is chartered by the Commission must be designated by the executive director as an LEA, but will still be required to submit a written request pursuant to Subsection 500.02 of these rules.~~ (4-11-06)

04. Referral to the Board. ~~The executive director may determine to refer any request for LEA designation described in Section 500 of these rules to the Board for consideration, including any request submitted by a public charter school that is not eligible under the criteria contained herein.~~ (4-11-06)

05. Review. ~~A public charter school may appeal to the Board a decision made by the executive director of the Board to deny a request to be designated an LEA.~~ (4-11-06)

06. Timeframe for LEA Request. ~~A request for LEA status must be received no later than February 1 in order for any such designation to be effective for the following school year.~~ (4-11-06)

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501. -- 999. (RESERVED)

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IDAPA 08
TITLE 03
CHAPTER 01

08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION

000. LEGAL AUTHORITY.

The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

02. Scope. These rules provide the requirements for the governance and administration of the Public Charter School Commission. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations of the rules of this chapter, if any, are available at the offices of the Public Charter School Commission. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," govern appeals from decisions of the Commission. (4-11-06)

004. INCORPORATION BY REFERENCE.

No documents have been incorporated by reference into these rules. (4-11-06)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The Public Charter School Commission is located in the offices of the Idaho State Board of Education. (4-11-06)

01. Office Hours. The Board offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The Board's FAX number is (208) 334-2632. (4-11-06)

06. Electronic Address. The Board of Education website at www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

Commission records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 099. (RESERVED)

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100. DEFINITIONS.

01. Board. The Idaho State Board of Education or its designee. (4-11-06)

02. Commission. The Public Charter School Commission or its designee. (4-11-06)

101. -- 199. (RESERVED)

200. PROCEEDINGS BEFORE THE COMMISSION.

Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules. (4-11-06)

201. COMMUNICATIONS WITH COMMISSION.

All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission of any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted. (4-11-06)

202. COMPUTATIONS OF TIME.

Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday. (4-11-06)

203. BOARD MEETINGS -- MAJORITY -- CHAIRMAN.

01. Majority. A simple majority of members voting shall be sufficient to decide any matter pending before the Commission. (4-11-06)

02. Chairman Vote. The chairman shall vote only when necessary to break a tie. (4-11-06)

204. -- 299. (RESERVED)

300. PETITION -- SUBMISSION.

01. Number of Copies. Petitioners shall submit a petition consisting of an electronic copy of the petition in Microsoft® Word format. Appendices to the petition must be submitted as a single document and may be in Adobe® format (PDF). (4-4-13)

02. Case Number. The Commission will assign a case number to a petition. Any future documents or correspondence submitted to the Commission after original filing must reference the assigned case number.(4-11-06)

03. Administratively Complete. If the petition is not administratively complete when received, the Commission shall provide the petitioner notice of the deficiency, which identifies the missing documents and information. Administratively complete means the petition contains all of the information and documents required by Title 33, Chapter 52, Idaho Code, ~~and~~ IDAPA 08.02.04, "Rules Governing Public Charter Schools," and IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

04. Considered Received. A petition is considered received by the Commission when it is presented to the Commission at the first scheduled meeting after the petition is filed and the petition is administratively complete. (4-11-06)

05. Supplemental Information. Submission of supplemental information to the Commission shall be accomplished by filing a complete, electronic copy of the petition, with the text to be removed stricken and the new language underlined, with the date of revision noted on the title page. (4-4-13)

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06. Sufficiency Review. Petitioners shall submit a copy of the State Department of Education's sufficiency review, which is required by IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 200.03, ~~and any related documents addressing the deficiencies, if any,~~ at the time the petition is filed with the Commission. (4-11-06)

~~**07. School District Comments.** If applicable, school districts may provide comments of the school district where the public charter school will be physically located.~~ (4-11-06)

301. COMPLIANCE MONITORING.

The Commission shall be responsible for ~~ensuring~~ monitoring the public charter school's ~~operates~~ operations in accordance with all of the terms and conditions of the ~~approved charter~~ performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (4-11-06)

01. Certificate of Occupancy. Certificate of Occupancy for the public charter school site; (4-4-13)

02. Building Inspection Reports. A copy of the inspection report from the Idaho Division of Building Safety; (4-4-13)

03. Fire Marshal Report. A fire marshal report for the public charter school site; (4-11-06)

04. Insurance Binders. Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance; (4-4-13)

05. Health District Inspection Certificate. A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)

06. Criminal History Checks. A copy of the criminal history checks for all employees as required by Sections 33-130 and 33-5210(4)(d), Idaho Code; (4-4-13)

07. Instructional Staff Certification. Proof of certification for all instructional staff employed by the public charter school; and (4-4-13)

08. School Calendar. The school's calendar for the school year, daily schedule, and documentation of the appropriate number of instructional hours for students at each grade level. (4-4-13)

302. REQUIRED DOCUMENTS PUBLIC CHARTER SCHOOLS AUTHORIZED BY THE COMMISSION MUST SUBMIT TO THE COMMISSION.

01. Lease Agreement. If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught; (4-4-13)

02. Financial Statements. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code; (4-4-13)

03. Accreditation Reports. A copy of the public charter school's accreditation report as required by Section 33-5206(7), Idaho code, must be submitted within five (5) business days of receipt; (4-4-13)

04. Complaints. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt; (4-4-13)

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05. Board Members. A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-4-13)

~~**06. Goals Attainment.** A report, as required by Section 33-5206(7), Idaho Code, by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program and measurable student educational standards in the approved charter;~~ (4-4-13)

~~**07. Programmatic Operations Audit.** An audit of the programmatic operations of the public charter school as required by Section 33-5205(3)(1), Idaho Code, must be submitted no later than August 15th for the previous school year.~~ (4-4-13)

08.06. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission. (4-4-13)

303. -- 399. (RESERVED)

400. PETITION -- PUBLIC HEARING.

A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. ~~The Commission will:~~ (4-11-06)

~~**01. Charter Provisions.** Consider the provisions of the public school charter petition.~~ (4-11-06)

~~**02. Petition Merits.** Consider the merits of the petition including, but not limited to, the presentation by authorized representatives for the petition.~~ (4-11-06)

~~**03. Petition Support.** Consider the level of employee and parental support of the petition.~~ (4-11-06)

~~**04. School District Comment.** Consider any oral or written comments of an authorized representative of the school district in which the proposed public charter school would be physically located.~~ (4-11-06)

~~**05. Public Comment.** Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman.~~ (4-11-06)

401. PETITION -- FORMAT.

All petitions submitted to the Commission must be in the following format. Information will only be considered if it is located in the correct Section. (4-11-06)

01. Cover Page. The cover page must include the following information: (4-11-06)

a. Name of proposed charter school; (4-11-06)

b. School year petitioning to open the school; (4-11-06)

c. Name of the school district affected by the attendance area; (4-11-06)

i. Where the public charter school building will be physically located; or (4-11-06)

ii. If it is a virtual school and the physical location of the main office; and (4-11-06)

d. Name, address, telephone number, and e-mail address of the petitioner's authorized representative. (4-4-13)

02. Table of Contents. The second page shall be the beginning of the table of contents. (4-11-06)

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- 03. Tab 1.** Mission and vision statements. (4-4-13)
- 04. Tab 2.** The petitioner’s information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided, and the potential civil liability effects upon the public charter school and upon the authorized chartering entity. (4-4-13)
- 05. Tab 3.** (4-11-06)
- a.** A description of what it means to be an “educated person” in the twenty-first century, and how learning best occurs. (4-4-13)
- b.** A description of the public charter school’s educational program and goals, including how each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code, shall be fulfilled. (4-4-13)
- c.** The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. (4-4-13)
- d.** The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. (4-4-13)
- 06. Tab 4.** (4-11-06)
- a.** The measurable student educational standards the public charter school will use. (4-4-13)
- b.** The method by which student progress in meeting the identified student educational standards is to be measured. (4-4-13)
- c.** A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. (4-4-13)
- d.** A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. (4-4-13)
- e.** A provision describing the school’s plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)
- 07. Tab 5.** (4-11-06)
- a.** A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. (4-4-13)
- b.** A description of the ethical standards to which the governing board of the public charter school will adhere. (4-4-13)
- c.** A plan for the initial and ongoing training of the governing board of the public charter school. (4-4-13)
- d.** The process to be followed by the public charter school to ensure parental involvement. (4-4-13)
- e.** The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. (4-4-13)
- 08. Tab 6.** (4-11-06)

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a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, as required by Section 33-130, Idaho Code, and that all instructional staff shall be certified teachers, as required by the Board. (4-4-13)

b. The procedures that the public charter school will follow to ensure the health and safety of students and staff. (4-4-13)

c. The procedures required by Section 33-210, Idaho Code, for students using or under the influence of alcohol or controlled substances. (4-4-13)

d. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and re-enrolled. (4-4-13)

e. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. (4-4-13)

f. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. (4-4-13)

g. A provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. (4-4-13)

h. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code. (4-11-06)

09. Tab 7. (4-11-06)

a. Admission procedures, including provision for over enrollment. (4-4-13)

b. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. (4-4-13)

c. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. (4-4-13)

d. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. (4-4-13)

~~**e.** The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4-11-06)~~

~~**fe.** A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. See Section 33-5205(3)(i), Idaho Code. (4-11-06)~~

~~**gf.** The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4-11-06)~~

10. Tab 8. (4-11-06)

a. A detailed business plan including: (4-11-06)

i. Business description, (4-11-06)

ii. Marketing plan, (4-11-06)

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- iii. Management plan, (4-11-06)
- iv. The school's financial plan, and (4-4-13)
- v. A pre-opening plan and timeline. (4-4-13)
- b.** A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code. (4-11-06)
- c.** Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. (4-11-06)
- 11. Tab 9.** If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(69), Idaho Code. (4-11-06)
- 12. Tab 10.** (4-11-06)
 - a.** A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. (4-4-13)
 - b.** Additional information the petitioners want the authorizing chartering entity to consider as part of the petition. (4-11-06)
 - c.** A plan for termination of the charter by the board of the public charter school. (4-11-06)
- 13. Appendices.** (4-4-13)
 - a.** Copies of articles of incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation; (4-4-13)
 - b.** Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. (4-4-13)
 - c.** Resumes of the directors of the nonprofit corporation, including references; (4-4-13)
 - d.** Copies of any contracts or lease agreements; (4-4-13)
 - e.** Start-up budget with assumptions form and supporting documentation; (4-4-13)
 - f.** Three-year operating budget form; and (4-4-13)
 - g.** First year month-by-month cash flow form. (4-4-13)
 - h.** The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format and any other such format as may be reasonably requested by the Commission. (4-4-13)
- 402. -- 999. (RESERVED)**