

STATE BOARD OF EDUCATION MEETING
December 9-10, 2015
College of Southern Idaho
Twin Falls, Idaho



Wednesday, December 9, 2015, 1:00 pm

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

WORK SESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

- A. Board of Education Strategic Plan
- B. 60% College Completion Goal
- C. Statewide Assessment Discussion

Thursday December 10, 2015, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA

IRSA

1. Programs and Changes Approved by Executive Director – Quarterly Report

PPGA

2. Alcohol Permits Approved by University Presidents

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. College of Southern Idaho Report
2. Presidents' Council Report
3. Exploring Options for Expanding Higher Education in Eastern Idaho
4. Delegation of Duties
5. Teacher Pipeline Report
6. State Comprehensive Literacy Plan
7. Amendment to Board Policy I.E. Executive Officers– First Reading

8. Amendment to Board Policy I.Q. Accountability Oversight Committee – First Reading

AUDIT

1. FY 2015 Financial Statement Audits
2. FY 2015 Net Position Balances
3. FY 2015 Financial Ratios
4. Eastern Idaho Technical College Foundation Operating Agreement
5. Amendment to Board Policy – V.H. Audits – First Reading

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Idaho State University - Establish Position - Vice President for Health Sciences

Section II – Finance

1. Amendment to Board Policy – Section V.B. Budget Policies – Second Reading
2. Amendment to Board Policy – Section V.R. Establishment of Fees – Second Reading
3. University of Idaho – Capital Project – Renovation and Modernization of the Wallace Residence Center, Construction Phase
4. University of Idaho – Self-support Fee Request for Education Ph.D. Specialization of Higher Education Leadership
5. Idaho State University Foundation – Expansion of Bengal Pharmacy Operations

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Idaho State University – Memoranda of Understanding with South Dakota State University and Brigham Young University Idaho
2. University of Utah – School of Medicine Annual Report
3. Board Policy III.P.16 – Partial Waiver – Students, Student Health Insurance

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. ESEA Flexibility Waiver

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

1. Agenda Approval

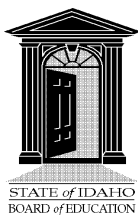
Changes or additions to the agenda

2. Minutes Approval**BOARD ACTION**

I move to approve the minutes from the September 14, 2015 special Board meeting, and the October 21-22, 2015 regular Board Meeting as submitted.

3. Rolling Calendar**BOARD ACTION**

I move to set December 14-15, 2016 as the date and the College of Western Idaho as the location for the December 2016 regularly scheduled Board meeting.



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

**DRAFT MINUTES
STATE BOARD OF EDUCATION
October 21-22, 2015
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho**

A regularly scheduled meeting of the State Board of Education was held October 21-22, 2015 at Lewis-Clark State College in Lewiston, Idaho.

Present:

Don Soltman, President
Emma Atchley, Vice President
Bill Goesling, Secretary
Sherri Ybarra, State Superintendent

Richard Westerberg
Debbie Critchfield
Dave Hill
Linda Clark

Absent:

Wednesday, October 21, 2015

The Board met in the Williams Conference Center at Lewis-Clark State College (LCSC) in Lewiston, Idaho. Board President Don Soltman welcomed everyone and called the meeting to order at 1:00 pm Pacific time. Mr. Soltman took a moment to extend appreciation to LCSC for its hospitality and introduced Erin Cassetto, Work Scholars Program Coordinator at the college, who introduced scholars from the program.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Atchley/Goesling): To approve the agenda as presented. The motion carried unanimously.

2. Minutes Review / Approval

BOARD ACTION

M/S (Atchley/Clark): To approve the minutes from the August 12-13, 2015 regular Board meeting and the September 3, 2015 special Board meeting as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Atchley/Ybarra): To set October 19-20, 2016 as the date and Lewis-Clark State College as the location for the October 2016 regularly scheduled Board meeting. The motion carried unanimously.

WORKSESSION – Planning, Policy & Governmental Affairs (PPGA)

A. Performance Measure Reports

Board Critchfield introduced staff from the Board office, Mr. Carson Howell Director of Research and Ms. Cathleen McHugh, Principal Research Analyst, to present the Performance Measures Report which provide a picture of the overall progress the system is making towards the Board's strategic plan goals.

Mr. Howell reviewed a number of performance measures in the Boards strategic plan as well as the system wide performance measures the Board requires the institutions to report on. The standard achievement test (SAT) scores, and since 2013 average scores on critical reading and math have increased, writing has decreased. Mr. Howell described how The College Board, who administers the SAT, uses a composite score to signify college readiness. Ms. McHugh reported on the share of students who meet the benchmarks, pointing out there has been a decline only in writing; math and reading have increased. The data shows that Idaho is close in scores to other states who also test all students. Mr. Howell reported the national average scores since 2013 have dropped, but pointed out that Idaho's average scores have increased since that time.

Mr. Howell also reported on how Idaho students performed on the American college testing (ACT) test and reported on its scores, pointing out the students who take the ACT are generally those who intend to go on to college. Average ACT scores from 2012 and on have increased, but fewer students took the test. He pointed out the gap between the national scores and Idaho scores continues to grow – which is positive. For the share that meet the benchmark for college and career readiness, Ms. McHugh reported there has been an increase in all the subject areas for 2014-2015, adding that Idaho far surpasses the national benchmark averages.

Mr. Howell reported that there are more students taking dual credit than before, indicating there is a difference in student behavior regionally. He provided a chart for illustrative purposes showing by institution the number of dual credits students were taking and where the students were coming from in the state.

Related to go-on rates, the data shows about 50% of graduating students go-on within one year. Over time, that number decreases. Mr. Howell pointed out that since data can be reviewed at the district level and can also be compared to the statewide average, it should help inform the districts who need help, where the go-on rates could be improved, to identify best practices, and identify behaviors and pattern among students, etc. The data will help inform superintendents, and help open a dialogue between them. He pointed out the data could also be sorted by county. A link will be made available on the Board's website so that anyone may use it to look at a variety of detail. Mr. Howell pointed out the enrollment data by institution shows both part time and full time students, and the trends and averages of both of those groups by institution.

Related to the American Indian student population, Mr. Howell reported the benchmark for go-on rates is 60% in the strategic plan approved by the Board relative to this group of students. Presently that rate is reporting at about 40%.

Ms. McHugh reported on the number of students majoring in science, technology, engineering, and math (STEM) fields, pointing out two distinct trends. One unexplainable trend is a large and persistent gap between male and female students majoring in stem fields. The other trend is a dip in STEM majors from 2013-2014, which may be due to possible inaccurate data uploaded to the statewide longitudinal data system (SLDS) for that range. That trend is being investigated.

Mr. Howell reported one of the measures in the Idaho Board's Indian Education strategic plan is the number of students who identify as American Indian students enrolling at postsecondary institutions. The benchmark is 400 students which was surpassed in 2013. He clarified that the Board's Indian Education committee felt that was an appropriate benchmark.

Mr. Howell reported on data for students in need of remediation in math or English and how the data could identify trends and so forth. Dr. Clark suggested all institutions should be using a common definition for remediation. Dr. Mathias, Chief Academic Affairs Officer from the Board office, responded we do not have a common comprehensive definition of remediation, but a minimum definition of remediation based on Board Policy III.Q(C)(4). Institutions are working together on a more comprehensive definition which includes a multiple measures approach. Dr. Clark expressed concern about needing a standard measure when comparing. Mr. Howell pointed out this particular data is not comparing institutions, but looking at trends. The data presented is those students who the institutions they enrolled at identified as needing remediation. He did conclude that for comparison's sake a standard definition would be necessary. Dr. Clark requested seeing a graph by institution over a period of time. There was continued discussion on the topic of remediation and the need for a meaningful standard definition. Ms. McHugh responded that they could create a consistent measure based on the SAT and ACT scores using the Board's definition of remediation, then apply that to students using the SLDS which would address Dr. Clark's concerns to develop a consistent measure. They continued to discuss remediation and how practically useful that information could be for districts and schools in addressing

remediation, and at a larger end – toward the 60% goal. They discussed the depth the data could be filtered, such as what high school the remedial student is coming from. Ms. McHugh reported on math remediation which shows about 20% of Idaho students who go-on are in need of remediation.

Reporting on retention, Mr. Howell reported the average retention rate in 2012 was near 59%. As an example, he showed they can drill that information down to just the 4-year institutions, which showed about 79% retention in 2012. Mr. Howell pointed out their hope is that a dialogue will be opened to address strategies to improve go-on rates.

Mr. Howell reported on efficiency measures for each institution and cost per undergraduate credit hour, as related to academic credits. He reported on peer comparisons using IPEDs data for each institution, and showing how Idaho institutions compare to peers across the country.

Mr. Howell went on to report on completion data and trends from 2012 through 2014 for the institutions. He reviewed degrees awarded by institution, showing that bachelor's degrees make up a large portion of degrees awarded by institution, followed by associate's degrees, then graduate degrees. Trends over time from 2012 show an increase in the degrees awarded despite flat or declining enrollment. Information provided also showed peer comparisons per institution.

Ms. McHugh reported on Idaho STEM education graduates which shows a decline in STEM degrees awarded from 2014 to 2015. Ms. McHugh pointed out that the STEM degree data includes an additional year whereas the degrees awarded data did not, and it remains to be seen if the overall degrees awarded follows the same trend as the STEM data. The ratio of STEM degrees compared to non-stem degrees shows the goal was met of having one STEM degree for every four non-STEM degrees awarded.

Reporting on the 60% goal, Mr. Howell reported on where we are presently. He pointed out 2014 data was not available at this time but would be shared as soon as it is available. From 2012 to 2013, we dropped about 1% from 42% to 41%, which is within the margin of error and not a significant amount. He pointed out we have closed the gap a bit in relation to the national average, and continue to move in the right direction. The two biggest gaps are with the bachelor's and associate's degrees. Mr. Howell reported briefly on direct admissions and that acceptance letters should be sent by the end of the month. He will report in the future on how the initiative effects the 60% goal. He pointed out there are about 20,570 unduplicated seniors who will be receiving a letter; of those approximately 4,800 seniors need additional data points identified in order to receive a letter, which they are working on gathering that information. At present count, 7,894 students will be receiving the group of eight letter, and 7,736 will be receiving the group of six letter.

Ms. Critchfield reported that in December, the Board will review the Boards K-20 Education strategic plan. She recommended Board members review the information and make recommendations for amendments prior to that time. She also recommended the institutions to make recommendations prior to the April meeting.

Discussion concluded to make recommendations for the performance measures reports prior to the deadline for the December agenda. Board members were provided a copy of the Performance Measure Report in their agenda materials. The reports include the six (6) system-wide measures and additional measures selected out of the strategic plans by the institutions.

B. Idaho Indian Education Strategic Plan

BOARD ACTION

M/S (Critchfield/Atchley): To approve the amendments to the 2016-2021 Idaho Indian Education Strategic Plan as submitted in Attachment 1. The motion carried unanimously.

Ms. Critchfield indicated the Idaho Indian Education Strategic Plan previously was lacking data from the SLDS and that data has since been added into the strategic plan. She recommended going directly to motion to accept those changes. There were no objections.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Ybarra provided a report on the recent work of the Department. She reported on closing the appeals window for the current testing, and that they are putting the final touches on their strategic plan. The Department is working on a couple of key pieces of legislation – mastery based education and rural education centers, and are receiving positive feedback. They have hired a new assessment director, Dr. Cheryl Findley, who will be joining the Department in December. Ms. Ybarra introduced from Education Commission of the States (ECS) Ms. Julie Rowland-Woods, to provide a national perspective on testing. Ms. Woods is a researcher from ECS and was joined by Ms. Kathy Christie, retired Vice President of Policy. Ms. Rowland-Woods reported the ECS group researches, reports, counsels and convenes. She reported on standardized tests which are administered and scored in a consistent manner. They test on proficiency of standards, and reviewed the types of assessments such as diagnostic, formative, interim, and summative and how they can inform us in various ways in order to measure and make policy decisions. Ms. Rowland-Woods reported on ECS's systemic approach to testing at the federal, state, and local level. She provided some history on standards and assessments along with an illustration of the assessments being used by all states for 2015-16. Trends nationally show that most states are using the common core state standards; some states are using the ACT or SAT test as an 11th grade exam. She pointed out that some colleges and universities are not requiring those scores for admissions.

Ms. Rowland-Woods identified some emerging issues including testing time and quantity, opt-outs, test results, and vendor issues. She also shared recent state actions

whereby fifteen (15) states have convened task forces to look at concerns and issues identified above. Some states are taking a combination approach and testing on a sampling basis, and other states are putting a cap on the amount of testing time and quantity. She indicated half the states considered legislation to authorize parent opt-outs, and some states leave it up to the district. Presently California, Colorado, Delaware and Utah have passed bills guaranteeing parents the right to opt-out.

There was discussion on the meaning of a diploma from high school and how it translates to being college and career ready. Ms. Christie responded that the diploma is intended to equate to college and career readiness, and they have seen deep discussion on using multiple measures or a test-based feature to determine college and career readiness. She pointed out, however, that every time the test is changed, so is the baseline, and that test timing is a state decision. Mr. Soltman asked about the opt-out with still receiving federal dollars. Ms. Rowland-Woods responded that the federal government requires a 97% participation rate but also offer several options for states who don't meet that. She reported that the federal government considers states in their individual context. They discussed if the SBAC is a college and career readiness test, and ECS reported it is built as such. Ms. Rowland-Woods commented there isn't a lot of analysis comparing assessments.

Ms. Ybarra remarked on the importance of ECS input and perspective on the assessments as they move forward on making decisions. Mr. Freeman asked for their feedback about using either the ACT or SAT as a state assessment. Ms. Christie responded that more states use the ACT, though SAT is the new development. She felt there haven't been any major issues in using either. She pointed out the testing is one way to ensure you are aligning with the postsecondary requirements of the community. Ms. Ybarra indicated the superintendents would prefer students take the ACT to illustrate college and career readiness.

2. Schools with Less Than Ten (10) Students

Ms. Ybarra reported that this is an information item and is part of the Board's delegated authority to the Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. She indicated there were ten schools that applied and nine were approved. The tenth school's attendance went up, which excluded them from requiring the Superintendent's approval. Ms. Ybarra named the schools that were approved, adding that they are very small, rural, remote schools.

3. Proposed Waiver of Requirement of IDAPA 08.02.03.111 – Rules Governing Thoroughness, Assessment in Public Schools, for the 2014-2015 School Year

BOARD ACTION

M/S (Ybarra/Goesling): To approve the waiver of requirement of Idaho Administrative Code, IDAPA 08.02.03.111.06(j), administration of the grade nine (9) Idaho Standards Achievement Test, Idaho ALT Assessment Test, and the

Idaho English Language Assessment for the 2015-2016 school year. The motion carried unanimously.

Ms. Ybarra indicated this is a request for a waiver of the grade nine (9) assessment requirements which will reduce the number of required assessments while still meeting federal compliance requirements. It makes the ninth grade assessment optional for students who wish to participate in it. Federal requirements only require an assessment be administered once in high school and students will still be required to take the grade ten (10) assessment. Not administering the test will result in a savings to the state.

4. Proposed Waiver of Requirement of IDAPA 08.02.03.105 – Rules Governing Thoroughness, High School Graduation, for the 2015-2016 School Year

BOARD ACTION

M/S (Ybarra/Goesling): To approve the waiver of the requirement in Idaho Administrative Code, IDAPA 08.02.03.105.06, graduation requirements, requiring students receive a proficient or advanced score on the Idaho Standards Achievement Test, for the 2015-2016 school year. The motion carried unanimously.

Ms. Ybarra introduced the request for the Board to waive the requirement for the proficiency/advanced score for graduation for students in grade ten (10) during the 2015-2016 school year.

Mr. Westerberg requested unanimous consent to modify the agenda to continue with the action items of the Planning, Policy and Governmental Affairs (PPGA) agenda prior to entering into Executive Session, leaving the presentation items of that section for tomorrow. Additionally, Dr. Goesling recommending addressing the Consent Agenda at this time as well. There were no objections. Following the Consent Agenda, they started with item six (6) of the PPGA agenda.

CONSENT AGENDA

M/S (Westerberg/Hill): To approve the consent agenda as presented. The motion carried unanimously.

Business Affairs & Human Resources – Section II (BAHR)

1. Ednetics, Inc. Telephone Systems Upgrade

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to enter into an agreement with Ednetics, Inc. in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the President of the University, or the President's designee, to execute the contract and any necessary supporting documents.

Instruction, Research & Student Affairs (IRSA)**2. Idaho EPSCoR Committee Appointments****BOARD ACTION**

By unanimous consent to reappoint Representative Maxine Bell, Doyle Jacklin and Dennis Stevens to the Idaho Experimental Program to Stimulate Competitive Research Idaho Committee effective immediately and expiring on Jun 30th, 2020.

By unanimous consent to appoint Senator Roy Lacey to the Idaho Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the Idaho Senate effective immediately and expiring on Jun 30th, 2020.

By unanimous consent to appoint Gynii Gilliam to the Idaho Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the private sector effective immediately and expiring on Jun 30th, 2019.

Planning, Policy & Governmental Affairs (PPGA)**3. Indian Education Committee Appointments****BOARD ACTION**

By unanimous consent to appoint Mr. Donovan Chase, representing the Coeur d'Alene Tribal School and Ms. Shawna Daniels to serve as the K-12 representative for the Coeur d'Alene Tribe to the Idaho Indian Education Committee effective immediately and expiring June 30, 2021.

4. State Rehabilitation Council Appointments**BOARD ACTION**

By unanimous consent to approve the reappointment of Gordon Graff to the Vocational Rehabilitation State Rehabilitation Council as a representative of the Workforce Development Council for a term of three years effective September 1, 2015 and ending August 31, 2018.

By unanimous consent to approve the appointment of Mel Leviton to the Vocational Rehabilitation State Rehabilitation Council as a representative of The State Independent Living Council for a term of three years effective October 1, 2015 and ending September 30, 2018.

5. Data Management Council Appointments**BOARD ACTION**

By unanimous consent to approve the appointment of Dr. Don Coberly to the Data Management Council, representing urban school districts, effective immediately and expiring June 30, 2016.

6. President Approved Alcohol Permits - Report

A list of approved permits by institution was provided for informational purposes in the agenda materials to the Board.

State Department of Education (SDE)

7. Curricular Materials Committee Appointments

BOARD ACTION

By unanimous consent to appoint Sarah J. Anderson to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to appoint Melyssa Ferro to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to appoint Catherine Griffin to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to appoint Tauna Johnson to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to appoint Zoe Ann Jorgensen to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to appoint Lori Conlon Khan to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to appoint Sharon Tennent to the Curricular Materials Selection Committee for a five-year term effective November 1, 2015, and ending October 31, 2020.

By unanimous consent to reappoint Darlene Matson Dyer to the Curricular Materials Selection Committee for a five-year term effective July 1, 2016, and ending June 30, 2021.

By unanimous consent to reappoint D. Laree Jansen to the Curricular Materials Selection Committee for a five-year term effective July 1, 2016, and ending June 30, 2021.

By unanimous consent to reappoint Stacey Jensen to the Curricular Materials Selection Committee for a five-year term effective July 1, 2016, and ending June 30, 2021.

By unanimous consent to accept the resignation of Tara Drexler from the Curricular Materials Selection Committee.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

6. IDAPA 08.0203.113 – Rewards - Waiver

BOARD ACTION

M/S (Critchfield/Westerberg): To waive IDAPA 08.02.03, subsection 113 Rewards for the 2015-2016 school year. The motion carried unanimously.

Ms. Critchfield provided this rule deals with the Distinguished Schools Awards. Ms. Bent from the Board office clarified the request is to waive the rule for this year because the calculations outlined in the rule include the Five Star school rating system and growth on the ISAT and cannot be calculated this year due to the transition to the new assessment.

7. Expanded Alcohol Service Report

BOARD ACTION

M/S (Critchfield/Westerberg): To rescind the approval of expanded alcohol service for the University of Idaho and Boise State University and the waiver of the invitation requirement in Board policy I.J.2., and to conduct a review of the policy to return information to the Board for consideration. The motion failed 5-3. Ms. Atchley, Dr. Goesling, Ms. Ybarra, Mr. Soltman, and Dr. Hill voted nay on the motion.

Second Motion

M/S (Goesling/Hill): To extend the approval of expanded alcohol service for the University of Idaho and Boise State University during home football games for the 2015-2016 football season, waiving the invitation requirement in Board policy

I.J.2. for the same time period. The motion carried 6-2. Mr. Westerberg and Ms. Critchfield voted nay on the motion.

Ms. Critchfield provided some background indicating at the June 2015 Board meeting, the Board approved pregame alcohol service for the University of Idaho (UI), Idaho State University (ISU) and Boise State University (BSU). There was a misunderstanding regarding the conditions under which BSU's service was approved. On September 3, 2015 the Board held a special meeting to consider the request by the UI for expanded service during its home football games and to provide clarification of the approval previously granted to BSU. At the special meeting the Board waived a portion of policy I.J. to allow for the expanded alcohol service on a pilot basis. The Board requested that UI and BSU report back to it at the October Board meeting on a variety of areas, where the Board could then consider if the approval would be expanded to the entire football season, or rescinded.

Representatives from each of the institutions reported to the Board. Dr. Kustra reminded the Board of how seriously they take alcohol consumption on campus. He indicated there has not been any instances of problems related to alcohol service on campus. They only complaint they received was from the parent's weekend because parents couldn't bring students into the alcohol service area which illustrates how closely it is controlled. Mr. Kent Nelson responded for the University of Idaho, reporting on a positive, mellow environment, which resulted in no misconduct or complaints. He reported they have not had an issue with the events they have conducted, and the control of alcohol service is heavily monitored.

Mr. Westerberg commended the institutions on their reports and control of alcohol service at the gaming events. Mr. Westerberg suggested not having an alcohol waiver, commenting on the uncertainty of what benefit serving alcohol really has. Dr. Goesling commented that he personally attended three Vandal Zone functions and witnessed no problems with the service at the UI events. He expressed that the responsibility should be given to the presidents as to whether they believe the service of alcohol serves a purpose on their campuses. Mr. Westerberg clarified that he is unsupportive of providing alcohol service at the universities because it is not integral to their mission and it subjects the institutions up to additional risk. Ms. Critchfield recommended a more thorough review of the policy to develop one that would be used and enforced, pointing out the frequency of this policy being waived in one way or another. She asked what the consequences would be if the policy were not waived today. Dr. Kustra indicated they would follow the will of the Board. Mr. Satterlee followed by saying the university would not put the burden on the Board. Mr. Nelson from UI echoed those remarks.

After further discussion, the Board agreed the policy needs a more thorough review; Dr. Hill requested a full review of the policy before next year. Dr. Goesling echoed that sentiment, recommending a thorough review at PPGA and to consider that alcohol service does serve a purpose for some institutions.

Ms. Atchley reminded the Board of the crux of the matter being the invitation only requirement portion of the policy. She remarked the policy is effective as it exists, was well written, and that it was thoughtfully constructed. Further, that the institutions should be able to determine how to work within the existing policy. She recommended continuing service this year, but having the institutions develop a way to work within the ramifications of the existing policy. Mr. Westerberg also commented on how much work went into the existing policy.

8. Boise State University – Alcohol Service – Basketball Games

BOARD ACTION

M/S (Goesling/Hill): To waive Board policy I.J.2.b.vi. and approve the request by Boise State University to establish a secure area under the conditions set forth in this request and in full compliance with the provisions set for in Board policy I.J.2.c. for the purpose of allowing alcohol service for the 2015-16 home basketball season, a potential conference championship game, and post-season bowl game, and a request will be brought back to the Board after the conclusion of the 2015-16 season for reconsideration for 2016-17. The motion failed 5-3. Ms. Atchley, Mr Westerberg, Dr. Clark, Mr. Soltman and Ms. Critchfield voted nay on the motion.

Ms. Critchfield indicated this is a request from BSU for Board approval to allow alcohol service for the 2015-2016 basketball season, a possible championship game, and a post-season bowl game. Dr. Kustra described how the service would take place in the Club Room of the Taco Bell Arena prior to the basketball game, pointing out they would do it with the same care and control as other alcohol service at the university. The Club Room has a capacity for about 30 people, and sometimes special dinners are hosted there. He indicated it was a request by the Athletics Department to cater to the super donors of the basketball program. Mr. Satterlee clarified additional details of the Club Room, and that it is purely by invitation only.

Ms. Atchley expressed some concern that seeing this other institutions would likely want to expand alcohol service in other sporting events, along with concern over alcohol service outside of the Stuckle Sky Center. She recommended keeping the alcohol service to the Stuckle Sky Center and catering to the basketball donors and special guests at that location.

After voting on the motion, Board President Soltman indicated the rest of the PPGA agenda would be covered tomorrow. Dr. Vailas took a moment to introduce ISU's new general counsel, Joann Hirase-Stacey, who will be joining ISU in mid-November. Mr. Soltman welcomed her to the meeting. At this time the Board recessed for executive session.

EXECUTIVE SESSION (Closed to the Public)

University of Idaho

BOARD ACTION

M/S (Critchfield/Clark): To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.

A roll call of members was taken and the motion carried unanimously. The Board went into Executive Session at 4:33 p.m. Pacific Time.

M/S (Westerberg/Atchley): To go out of Executive Session at 5:10 p.m. Pacific Time. The motion carried unanimously.

Thursday October 22, 2015, 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho

The Board reconvened at Lewis-Clark State College in the Williams Conference Center for regular business. Board President Soltman called the meeting to order at 8:00 a.m. Pacific Time and thanked LCSC for their hospitality.

OPEN FORUM

John H. Bradbury, UI Alum and former adjunct professor of international business and banking, member of the Idaho Bar, and former District Judge for Grangeville, addressed the Board regarding Board policy under which faculty, staff, and students are allowed to use a lawyer when there is a dispute that arises within the university community. He indicated he was told that it is UI policy that a student, staff, or faculty member can have a lawyer only when the university permits it. Under any other circumstances, lawyers are not permitted to accompany or advise those persons during a dispute within the university. He reported that when he asked for this information to be confirmed by UI general counsel, they refused to answer the question. He provided an example that illustrated the reason for his concern and felt this type of policy was arbitrary treatment in favor of the university. He urged the university to examine the policy for fairness of process. He requested the Board determine what the policy is and if there is not one, to establish one.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

9. Lewis-Clark State College (LCSC) – Annual Progress Report

LCSC President Dr. Tony Fernandez welcomed the Board and guests to Lewiston. He was joined by Alex Bezzerides, Faculty Senate President, and Ryan Rehberg, Student Body President. Dr. Fernandez provided a progress report to the Board on the college's strategic plan. He summarized the four goals of the strategic plan and praised the

faculty and staff of LCSC in their work toward fulfilling those goals. Dr. Fernandez pointed out most of the faculty are full time faculty at LCSC, and the change in employee compensation (CEC) is always the college's number one priority going into legislative session each year. They are asking for more counselors, and specifically a counselor for veterans at LCSC who would help returning veterans be more successful, along with additional faculty positions, etc. He reviewed growth strategies, and that they will be seeking private fundraising for scholarships and faculty support. New and modernized academic and professional-technical programs that will be added to the five-year plan, and he reported on their Teaching and Learning Center.

Dr. Fernandez reported on optimizing and promoting student success, pointing out last year they had a record of 753 graduates. Fall enrollment is up about 4.1% consisting of mostly recent high school graduates. In an effort to promote student success, they are participating in early intervention for at-risk students, emphasizing non-traditional student degree offerings, and placing an emphasis on on-line learning. Dr. Fernandez showed a short video on the types of students that come to LCSC and some of their positive comments. Dr. Fernandez reported on their Work Scholars Program, where students will work at LCSC or an industry location near LCSC and not pay tuition. The goal is for the student to get their degree and leave the college without debt or as little debt as possible. Many of the individuals would not be able to go to college if it were not for that program.

Dr. Fernandez reported on student representation that most of the representation is from the Lewiston region, but they are getting more from across the state. Annual enrollment has been relatively steady and PTE programs have tapered off somewhat. Annually there are about 4,500 taking courses at LCSC. Female students outnumber male students, and nearly 70% of the student population are first time, first generation students. Racial and ethnic student numbers are increasing. He indicated their graduation rate peaked in FY12 and has been going down over the last few years. They are working to determine the factors contributing to the decline. He pointed out their part time student count has increased nearly 20% and their full time students have decreased 6%. They feel this is a contributing factor in the length of time students are taking to complete their graduation requirements. Since 2009 the graduation numbers have been increasing which means students other than traditional students are now in the pipeline. Retention rates show a steady increase with the exception of a dip in FY 2013, but since then have shown a steady increase to FY 2015. He indicated they are very focused on outputs of the college and reported on their fall census headcount which shows a very slight increase.

Dr. Fernandez reported on the collaboration efforts, advisory committees, and economic development efforts of LCSC. He reported that professional-technical education (PTE) programs are meeting the needs of many students, and listed a number of collaborations with other institutions, other state agencies, and area industries. He reported on college advancement with the help of the expansion of scholarships, increased endowment opportunities for faculty and staff, an alumni planned giving campaign, and others. He reported on their outreach areas and programs, community events, and overall well-roundedness of the institution. Dr. Fernandez reported on

sustaining facilities, and noted a number of facilities on campus that have benefitted from improvements. He closed by pointing out the LCSC Warriors Softball Team has won the national championship 17 years in a row now, and 22 of the 25 students either completed or are on schedule to complete their degrees.

Ms. Atchley complemented LCSC on the campus tour and remarked on the quality of the facilities and staff, thanking them for their time on such an informative tour.

10. President's Council Report

LCSC President Tony Fernandez, and current chair of the Presidents' Council, provided a report on the recent Council meetings. Ms. Critchfield asked about the findings of the redesign of the SAT and PSAT, and what the discussion was relative to other colleges and universities dropping the requirement for the SAT for admittance. Dr. Fernandez responded that they feel the SAT is a useful test in determining the academic ability of some students. Dr. Vilas added that it is a useful test but the demographics are changing. Some states have dropped the SAT requirement; and many institutions feel GPA is a better predictor of student success. Dr. Fox indicated the community college presidents were involved in the conversation, but pointed out the community colleges do not require those tests for entrance. Dr. Staben added the SAT is being realigned with common core to some extent, and it is useful as a predictor of student success.

They discussed Board meeting locations and that it would be more efficient to have meetings in a central location (Boise) every other time, and that the state Board would meet on a campus every other year in an effort to save some time and some money, and reduce the burden on travelers. The costs in terms of time and other expenses are great; they are still discussing how that will be modeled. They are asking the Board to consider changing the locations, but pointed out it is still important for the Board to visit the campuses. Board members responded in support of the idea. Dr. Kustra indicated the BSU campus would be available for meetings. Ms. Critchfield indicated the Board staff would bring suggestions back at the December meeting for consideration. They are looking at a possible effective date of April for these changes to occur.

Ms. Critchfield asked about the Governor's update of school and campus safety. Dr. Fernandez reported the presidents provided an update to the Governor's office on their campus safety plans. Mr. Freeman added they would have a briefing for the Governor in November.

Ms. Critchfield asked for an update on the list presidents are working on of delegated authority items. She requested the list be available for discussion at the December Board meeting. Mr. Westerberg pointed out each committee is working on suggestions and will be prepared to discuss them and any process changes in December.

Dr. Fernandez noted the Fair Labor Standards Act (FLSA) may have a substantial effect on each of the institutions and that it should be explored in much greater detail. Mr. Freeman indicated that at the last Financial Vice President's (FVP) meeting they

discussed the issue and that the Governmental Affairs Directors (GADs) will also be discussing the issue.

11. Idaho Division of Vocational Rehabilitation – Annual Report

Ms. Jane Donnellan, Administrator of the Idaho Division of Vocational Rehabilitation (IDVR), provided a report to the Board on the progress of the agency's strategic plan. She reviewed their structure which is comprised of three distinct programs: Vocational rehabilitation (VR), extended employment services, and the Council for the Deaf and Hard of Hearing. She indicated she would focus primarily on the vocational rehabilitation program for today's report. Throughout the presentation, Ms. Donnellan highlighted a number of success stories of VR.

The VR program assists individuals with a diverse array of disabilities to prepare for, obtain, and retain employment and see the VR program as a major building block for individuals with disabilities to achieve employment. Ms. Donnellan reported on some of VR's accomplishments in 2015 such as a 630% increase in wages for individuals after receiving IDVR services, an 11% increase in successful employment outcomes, and 85% of VR customers who achieved or maintained employment reported their wages as their primary means of support. She reported on the collaborative relationship with the University of Idaho to advance the profession of vocational rehabilitation counseling. IDVR believes success in training equates to success in employment.

Ms. Donnellan reported VR customer average hourly wages have been increasing since FY 2011; the average wage is about \$11.74 per hour. With increased income, there is a decreased dependency on public assistance. She reported on successful youth employment outcomes, pointing out that 574 youth were helped by VR in FY 2015.

Ms. Donnellan reported in July 2014 there was a reauthorization of the IDVR program called the Workforce Innovations and Opportunities Act (WIOA). It was signed into law pending rules. The VR program was required to implement changes upon enactment without rules; the WIOA is still pending final rules. She pointed out they are doing their best to meet comply with the WIOA, but it has brought challenges to the agency. Ms. Donnellan reviewed what the WIOA is designed to do and briefly reviewed some of the challenges the agency is facing, particularly with funding and the definition of youth ages which affects who they can help. They have recently hired a coordinator to work on these efforts on a larger scale.

Ms. Donnellan reported on the SFY 2017 budget requests, pointing out they are requesting a \$270,600 increase in state general fund appropriations for the purpose of capturing \$1 million in federal dollars. They do not have their full federal match in order to capture the full federal grant. IDVR is requesting \$340,000 in additional state general funds for the extended employment services, and \$94,300 from the general fund for the purpose of supporting one additional full time equivalent for the Council for the Deaf and Hard of Hearing.

Ms. Donnellan reported on how IDVR maximizes resources, particularly through partnerships which also helps maximize dollars. She highlighted a number of those partnerships with multiple school districts, the Department of Education, the Department of Corrections, the Department of Labor, and institutions. She pointed out they are proactive in generating alternative funds and further increasing collaborations.

12. Workforce Development Council Report

Mr. Tim Komberec, Chair of the Workforce Development Council (WDC), provided the council's report to the Board on the recent activities. He was joined by Ms. BJ Swanson, Vice Chair of the council. He commented the council works with education in a variety of different ways to build a workforce that meets employer needs throughout the state; it is made up of 26 members with 7 of them representing education.

Mr. Komberec illustrated the projections for population and job growth from 2014-2024, reporting that the gap will be over 67,000 by 2024 for workforce needs. He reviewed the WDC's goals and priorities, indicating their work is to develop strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

Mr. Komberec also discussed the Workforce Innovation and Opportunity Act (WIOA) and its themes of system alignment, being employer driven, measuring accountability, improving services to people with disabilities, and emphasizing work-based training. He discussed Idaho industry sector grants, and that the grants issued have been for targeted training programs, and are industry-education based. He reviewed their expected outcomes, and how they support the Board's 60% goal. He reviewed details of grants received by BSU, ISU, NIC, CWI, and UI, and reported on their success.

Ms. Atchley expressed appreciation for the work the WDC is doing. She commented that some of the employers she has encountered have had to seek employees from out of state to get the qualifications they want. She questioned how Idaho employers can find Idaho students. Mr. Komberec responded that collectively education and industry are working toward that. He also pointed out that out of state wages are higher which can be a contributing factor. Mr. Komberec responded there is no single answer to that question, and agreed there is a gap in communications between state agencies and industry employers in Idaho, and how they collaborate with the educational institutions. Ms. BJ Swanson reported the industry sector grants have been particularly helpful in this sort of situation, adding they are working to add more of that type of connection in the future.

13. Accountability Oversight Committee Recommendations

Mr. Spencer Barzee, Superintendent of the West Side School District and Chair of the Accountability Oversight Committee, reported the committee has met five times since July 2015 to develop recommendations for a revised K-12 statewide accountability system for the Board's consideration. The report and summary of recommendations

were included in the agenda materials. Recommendations were made for performance measures, student growth calculations, and scoring and reporting.

Mr. Barzee reviewed the six recommendations brought forward by the committee. Related to performance measures, they recommended the state adopt an accountability model that includes separate performance measures for three types of schools – elementary and middle schools, high schools, and alternative high schools. They recommend the state require ISAT testing for all general high school students in the 10th grade only. Mr. Barzee clarified that students who do not demonstrate proficiency in 8th grade should be required to continue to test yearly in non-required grades (9th, 11th, 12th) until they demonstrate proficiency if the ISAT is used as a graduation requirement.

The committee recommended that the state adopt a new model for calculating student growth; that the graduation rate calculation be adjusted by extending the period for students to complete graduation requirements through the summer; and that school performance information be provided to the public but that schools not receive a single, summative score or performance rating. The committee felt the rating system was not an apples-to-apples comparison of schools, and there were many complicating factors in the previous rating system. He clarified the committee did create a model of what a school comparison model could look like. Appendix C provided in the agenda materials included a visual representation of the committee's recommended school report card dashboard. Finally, the committee's sixth recommendation is for school report card data to be presented on-line in a manner that is clear and user friendly, and interactive.

Dr. Clark felt the testing and assessment continuing in high school for students who did not demonstrate proficiency in grade eight should be revisited. The purpose of that assessment is to inform the instruction so that teachers can make informed decisions on how to tailor instruction for the students.

Ms. Atchley asked if the committee recommends if the ISAT should be a graduation requirement. Mr. Barzee responded they have not yet made that recommendation. Ms. Atchley asked about testing only in the 10th grade. Mr. Barzee responded that the feedback from the testing is used to guide instruction, and the federal government requirement is for the test to be given only once in high school and they don't want to go beyond the federal requirement. He added they feel the 10th grade is the best year for testing students, and it is what the current practice is.

Mr. Westerberg questioned if there will be new policy or if the Board would be waiving this policy again. Ms. Ybarra clarified a yearly waiver enables them to revisit areas and provides the Board and Department flexibility to make changes before taking the next step, and that the process is beneficial in its flexibility rather than solidifying the policy it at once. There was additional discussion related to the timeline of testing and another waiver. Dr. Hill suggested a timeline would be helpful for illustrative purposes.

At this time the agenda moved to the Audit portion of the agenda.

AUDIT

1. Selection of Vendor for Auditing Services

BOARD ACTION

M/S (Atchley/Westerberg): To ratify the Audit Committee's selection of Moss Adams as the awardee for audit services. The motion carried unanimously.

She reported on a very robust process to select the auditor.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Multi-Year Employment Agreement – Men's Basketball Head Coach – Leon Rice

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Boise State University to enter into a new five year employment agreement with Leon Rice, Head Men's Basketball Coach, for a term commencing October 25, 2015 and terminating March 31, 2020 in substantial conformance with the terms of the agreement set forth in Attachment 1, with the exception of 3.2.8 pertaining to away game payments and 3.2.9 pertaining to home game scheduled bonus payments. The motion failed 6-8. Dr. Hill, Dr. Goesling, Dr. Clark, Debbie Critchfield, Superintendent Ybarra and Mr. Soltman voted nay on the motion.

M/S (Goesling/Hill): To approve the request by Boise State University to enter into a new five year employment agreement with Leon Rice, Head Men's Basketball Coach, for a term commencing October 25, 2015 and terminating March 31, 2020 in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously.

Dr. Goesling shared some comments from the Athletics committee and pointed out a few concerns with contracts in general. Mr. Westerberg praised Coach Rice for exemplary performance over the past several years, but pointed out a couple of specific concerns with the contract such as incentive pay for money games, scheduling schools from one of the Power-Five conferences and the cash bonuses tied to those games. Mr. Westerberg indicated his motion would exempt both of those concerns.

BSU's legal counsel, Mr. Kevin Satterlee, felt they have arrived at a very good program related to incentivizing, and that Coach Rice is a highly sought after coach. He clarified details of the terms of the contract related to incentive payments, and that ticket sales greatly increase for those games, and that they bring the program to a higher level. Dr. Kustra expressed concern in sending the wrong message to the coach, and pointed out how much work went in to this contract. He recommended a committee to work on

coach contracts earlier in the season and not right before an amendment is made. He was deeply concerned about losing Coach Rice to another institution.

Mr. Westerberg responded it is a matter of principal and not a matter of cash, clarifying his concern is with how the games are scheduled and not with the coach. He reiterated the exceptional performance of Coach Rice, and felt the compensation could be changed somewhere else in the contract. He also acknowledged the point and concerns of Dr. Kustra. Mr. Westerberg welcomed opinions from other Board members. Dr. Kustra pointed out that the athletic director is typically who schedules the games, with the coach's approval – that they work together on scheduling. Dr. Hill agreed that the changes should be part of a process and not done last moment. He expressed his dislike for money games and recommended the original motion as a substitute. Board President Soltman recommended trying to avoid this type of situation in the future.

Ms. Critchfield left the meeting at 10:25 am Pacific Time.

2. Boise State University – Multi Year Employment Agreement – Women's Swimming and Diving Head Coach – Jeremy Kipp

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Boise State University to enter into a new three year employment agreement with Jeremy Kipp, Head Women's Swimming and Diving Coach, for a term commencing October 25, 2015 and terminating June 30, 2018 in substantial conformance with the terms of the agreement set forth in Attachment 1, provided the agreement excludes any provisions authorizing personal use of state vehicles. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Boise State University is requesting approval of a three year contract for its new Head Women's Swimming and Diving Coach, Jeremy Kipp. The base salary is \$80,000 with athletic and academic incentives. Mr. Westerberg pointed out that the Athletic Committee reviewed the contract and it is in conformance with the model contract with one exception – the use of courtesy cars for the coach's personal use. He indicated Risk Management and the institution attorneys are working on the best way to handle courtesy cars for personal use. He indicated the motion would exempt the language from paragraph 3.1.1.c. of the policy.

3. Boise State University – Multi Year Employment Agreement – Men's Football Defensive Coordinator – Marcel Yates

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to enter into a three-year employment agreement with Marcel Yates, Football Defensive Coordinator, for a term commencing on March 1, 2015 and terminating on February 28, 2018, at a base salary of \$330,000 and supplemental

compensation provisions as set forth in Attachment 1, provided the agreement excludes any provisions authorizing personal use of state vehicles. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Boise State University is seeking approval of a three year contract for the defensive coordinator, Marcel Yates, for the men's football program. The team's success has prompted BSU to offer a three year agreement to Mr. Yates who has served as BSU's Defensive Coordinator since 2014.

Mr. Westerberg pointed out that the Athletic Committee reviewed the contract and it is in conformance with the model contract with one exception – the use of courtesy cars for the coach's personal use. He indicated Risk Management and the institution attorneys are working on the best way to handle courtesy cars for personal use. He indicated the motion would exempt the language from paragraph 3.1.1.c. of the policy.

Ms. Atchley asked about the language regarding liquidated damages where it states "they *shall* be paid". This contract states, "they *may* be required at the university's discretion", and asked what the difference is. Mr. Satterlee responded it was a term the coach wanted to negotiate into the agreement, and that the university would enforce it at its discretion. Dr. Goesling reported the Athletics Committee discussed it and the difference is when a coach leaves for another coaching position, or if he/she leaves for service in the public sector or other private industry, pointing out there may come a time when there is a good reason not to enforce it. Ms. Atchley asked why it wasn't included in other contracts. Mr. Satterlee indicated it was because Mr. Yates asked for it, but clarified they wouldn't want it as their standard language.

4. Boise State University – Multi Year Employment Agreement – Women's Gymnastic Co-Head Coach – Neil Resnick

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to enter into a new three year employment agreement with Neil Resnick, Co-Head Women's Gymnastics Coach, for a term commencing October 25, 2015 and terminating June 30, 2018 in substantial conformance with the terms of the agreement set forth in Attachment 1, provided the agreement excludes any provisions authorizing personal use of state vehicles. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

BSU is seeking approval for a three year employment agreement with Neil Resnick, Co-Head Women's Gymnastics Coach. The contract base salary is \$78,802 the first year, \$81,800 for the second year, and \$84,800 for the third year with athletic and academic incentives, and liquidated damages. Mr. Westerberg again pointed out that the Athletic Committee reviewed the contract and it is in conformance with the model contract with one exception – the use of courtesy cars for the coach's personal use. He indicated Risk Management and the institution attorneys are working on the best way to handle

courtesy cars for personal use. He indicated the motion would exempt the language from paragraph 3.1.1.c. of the policy.

5. Boise State University – Multi Year Employment Agreement – Women’s Gymnastic Co-Head Coach – Tina Bird

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Boise State University to enter into a new three year employment agreement with Tina Bird, Co-Head Women’s Gymnastics Coach, for a term commencing October 25, 2015 and terminating June 30, 2018 in substantial conformance with the terms of the agreement set forth in Attachment 1, provided the agreement excludes any provisions authorizing personal use of state vehicles. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

BSU is seeking approval for a three year employment agreement with Tina Bird, Co-Head Women’s Gymnastics Coach. The contract base salary is \$64,356 the first year, \$70,000 for the second year, and \$75,000 for the third year with athletic and academic incentives, and liquidated damages. Mr. Westerberg again pointed out that the Athletic Committee and the contract is in conformance with the model contract with one exception – the use of courtesy cars for the coach’s personal use. He indicated Risk Management and the institution attorneys are working on the best way to handle courtesy cars for personal use. He indicated the motion would exempt the language from paragraph 3.1.1.c. of the policy.

6. Idaho State University – Men and Women’s Cross-Country Head Coach – Nate Houle

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Idaho State University to extend the multi-year employment agreement with Nate Houle, Head Men’s and Women’s Cross Country Coach, for a term commencing October 23, 2015 and terminating June 21, 2018 at a base salary of \$44,012.80 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Idaho State University is seeking approval to extend the multi-year employment agreement with Nate Houle, Head Men’s and Women’s Cross Country Coach. The contract base salary is \$44,012.80 with athletic and academic incentives, and liquidated damages.

7. Idaho State University – Women’s Softball Head Coach – Candi Letts

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Idaho State University to extend the multi-year employment agreement with Candi Letts, Head Women's Softball Coach, for a term commencing October 23, 2015 and terminating June 21, 2018 at a base salary of \$58,011.20 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1.

The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Idaho State University is seeking approval to extend the multi-year employment agreement with Candi Letts, Head Women's Softball Coach. The contract base salary is \$58,011.20 with athletic and academic incentives, and liquidated damages.

8. Idaho State University – Women's Volleyball Head Coach – Fredrick Reynolds

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Idaho State University to extend the multi-year employment agreement with Fredrick Reynolds, Head Women's Volleyball Coach, for a term commencing October 23, 2015 and terminating January 21, 2018 at a base salary of \$69,014.40 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

ISU is seeking approval to extend the multi-year employment agreement with Fredrick Reynolds, Head Women's Volleyball Coach. The contract base salary is \$69,014.40 with athletic and academic incentives, and liquidated damages.

Section II – Finance

1. FY 2016 Sources and Uses of Funds

Mr. Westerberg indicated this is an informational item that is the institutions summary of sources and uses of funds. Simply stated, a report that shows where the money comes from and what it is used for. Mr. Chet Herbst from the Board office provided a brief report to the Board indicating it is a useful tool providing a look at the institutions on where the money goes, and the scale of the operations at the institutions. The report also shows trends by institution, appropriated dollars, financial aid, etc.

Dr. Goesling asked for clarification on line 27 for BSU and the reduction. Ms. Pearson reported the difference is from shifting the reporting of the athletics expenditures. The year before they were all reported in athletics for the 2016. The athletic expenditures moved to the auxiliary line with the exception of the state appropriated apportionment to athletics; it moved from line 27 to line 26. There was additional discussion on why the shift was made, along with discussion on how to report these items – stating it would be good to keep the athletics lines separate so it is reported together. Mr. Herbst

responded he would check with others and have discussion related to the item. Mr. Goesling asked for an updated chart when it is available.

2. Amendment to Board Policy – Section V.B. – Budget Policies – First Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the first reading of proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Mr. Herbst reported the only change is the timing on when LSO is notified on occupancy costs, making it an annual event that occurs with the budget cycle.

3. Amendment to Board Policy – Section V.R. – Establishment of Fees – First Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the first reading of proposed amendments to Board policy V.R., Establishment of Fees, as presented. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Mr. Herbst provided an explanation of the amendments to policy indicating it bundles three minor administrative updates.

4. Boise State University – City Center Project – Materials Science Research Center Project – Planning and Design Phase

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University for planning and design of the Materials Science Research Center for a cost not to exceed \$3.4 million. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Ms. Pearson provided a report to the Board that BSU has received a \$25 million gift, the largest gift the university has received in one gift, from the Micron Foundation to help fund the new Center for Materials Science Research. She pointed out their College of Engineering is now 20 years old and nearly 3,000 students are enrolled in the college. She reviewed the degrees being offered and how enrolment growth is growing. The Materials Science and Engineering (MSE) program was started in 2004, and is now the largest Ph.D. program in engineering in the state, and is a leading program in the northwest. The proposed building will include 85,000 to 100,000 square feet and include a 250 seat lecture hall. Estimated costs are near \$55 million, and the source of funds for planning and design services is gift proceeds including \$25 million from Micron Foundation, \$5 million in gifts from other donors, and \$25 million from the issuance of

bonds. Ms. Pearson reviewed the planned building schedule that runs through August of 2019. Construction would start in May 2017 and classes will start in the Fall of 2019. She reported on the gift payment schedule with final gift distribution from the Micron Foundation during construction of \$5 million. She provided a drawing for illustrative purposes and a map of the location which included a map of the campus plan. The proposed building will be located in the master-planned science and engineering complex in the south campus zone.

Mr. Westerberg, on behalf of the Board, publicly recognized the contributions of the Micron Foundation toward higher education and its contributions to BSU.

5. Boise State University – City Center Project – Tenant Improvements

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Boise State University to enter into and execute the First Amendment to the June 30, 2014 Lease Agreement between the State of Idaho by and through the Idaho State Board of Education by and through Boise State University and City Center Plaza Education LLC, for a cost not to exceed \$2,763,400, and to authorize the Vice President for Finance and Administration to execute all related documents and payments. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Ms. Pearson provided details to the Board in that BSU is requesting to amend its lease agreement for computer science program space in the new City Center building presently under construction in downtown Boise. Under the amendment BSU will be exercising its option to purchase tenant improvements for \$2,763,400. Approval of this request allowing BSU to exercise the option to purchase reduces the lease rate substantially, further reducing the initial purchase price from \$9.1 million to \$6.4 million. The source of funding is University reserves held for the procurement of property.

6. North Idaho College – Waiver of Board Policy V.B.10.b.i., Notification of New Eligible Space

BOARD ACTION

M/S (Westerberg/Goesling): To waive Board Policy V.B.10.b.i as it applies to Notification of New Eligible Space for North Idaho College for Career and Technical Education Facility and Automotive Technology Center in the FY 2017 budget request. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg indicated approval of the waiver will allow North Idaho College (NIC) to request occupancy costs for the referenced facilities.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. Amendment to Board Policy – Section III.G. – Postsecondary Program Approval and Discontinuance – Second Reading

BOARD ACTION

M/S (Hill/Atchley): To approve the second reading of proposed amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance as submitted in attachment 1. The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Dr. Hill pointed out there were no substantive changes between first and second reading, only one minor change to clarify what constitutes a Professional Technical program modification. Board Staff and CAAP both recommend its approval.

2. Amendment to Board Policy III.P – Students – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of proposed amendments to Board policy Section III.P. Students, as presented. The motion carried unanimously 6-0. Ms. Critchfield and Dr. Goesling were absent from voting.

Dr. Hill indicated there were no changes between the first and second reading.

3. Amendment to Board Policy III.U. – Telecommunications – Second Reading (Repeal)

BOARD ACTION

M/S (Hill/Atchley): To approve the second reading of amendments to Board Policy III.U, Telecommunications, repealing the section in its entirety. The motion carried unanimously 6-0. Ms. Critchfield and Dr. Goesling were absent from voting.

4. Amendment to Board Policy – Section III.Q.4.c. – Placement Scores - Waiver

BOARD ACTION

M/S (Hill/Westerberg): To extend the waiver of the criteria in Board policy III.Q.4.c for placement in entry-level college courses for the final time to allow for the creation and adoption of alternative placement mechanisms until the end of the Fall semester 2016. All alternative placement mechanisms shall be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation during the waiver. The motion carried unanimously 7-0. Ms. Critchfield and Dr. Goesling were absent from voting.

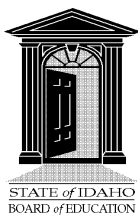
Dr. Hill indicated this is a waiver of policy concerning placement scores related to admissions standards. The colleges and universities are not using those placement

scores presently, so the policy doesn't match the reality. This one-year waiver will allow policy amendments to establish updated placement cut scores while keeping the institutions in compliance with Board Policy.

OTHER BUSINESS

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

M/S (Westerberg/Hill): To adjourn the meeting at 11:20 a.m. Pacific Time. The motion carried 6-0. Dr. Goesling and Ms. Critchfield were absent from voting.



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

DRAFT MINUTES
STATE BOARD OF EDUCATION
September 14, 2015
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held September 14, 2015 in the Executive Director's office of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Don Soltman presided and called the meeting to order at 1:30 pm Mountain Time. A roll call of members was taken.

Present:

Don Soltman, President	Richard
Westerberg	
Emma Atchley, Vice President	Debbie
Critchfield	
Bill Goesling, Secretary	Dave
Hill	

Absent:

Sherri Ybarra, State Superintendent

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. 2016 Legislative Agenda

BOARD ACTION

M/S (Critchfield/Atchley): To adopt the recommendation of the Task Force Public School Funding subcommittee to incorporate pupil service staff into the career ladder as outlined in Attachment 2 and the ADA count as described herein. A roll call vote was taken and the motion carried unanimously 7-0. Ms. Ybarra was absent from voting.

AND

M/S (Critchfield/Hill): To approve the proposed legislation in substantial conformance to the summaries provided and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process. A roll call vote was taken and the motion carried unanimously 7-0. Ms. Ybarra was absent from voting.

Ms. Critchfield introduced the item indicating Board staff would highlight a few of the legislative items that may have new or clarifying information for Board members. She indicated that two of the items are before the Board for the first time and all of the draft language is contained in the agenda material. Ms. Bent reviewed the major changes, starting with item 2, Residency for Tuition Purposes. She indicated changes are intended to streamline residency requirements for students, and will help to alleviate some of the burden on the institutions' side. Staff has been working with the community colleges on the item, but there is still concern whether the changes take away any local authority. Ms. Bent pointed out local authority is not being taken away and staff will continue to work with the community colleges on any concerns. If a consensus cannot be reached the proposal will go forward with only changes to the four

Dr. Goesling asked about the status of military students who are gone for more than six years. Ms. Bent indicated there would be no change to how they are treated today, and for those who come back within six years they would be treated as in-state residents for tuition purposes. She indicated staff could look at the impact over the next couple of years and make adjustments to the six or ten year benchmark if necessary.

Moving on to item 4, Charter School Law Clarification and Non-Profit Corporation Limitations and Authorizations, Ms. Bent indicated staff has been working with the charter school network to address any concerns and make certain the level of understanding. The legislation clarifies that as non-profit organizations, a public charter school may not operate enterprises other than the public charter school. Additional amendments address issues regarding the number of charter schools that may be organized and managed under a non-profit organization and a streamlined process for replication of existing charter schools that have been proven effective.

Ms. Critchfield directed attention to item 14, Pupil Service Staff/Career Ladder, indicating it is a new item from the Task Force. Ms. Bent highlighted the details of this item and the work from the Task Force, pointing out that amending this law will establish outcome based criteria for Pupil Service Staff and move them onto the Career Ladder in addition to technical changes that were identified during the first year of implementation. Dr. Clark commended the committee for their work on this item.

Ms. Critchfield moved on to item 15, Literacy Recommendations, and pointed out two things. One is that all schools will be reporting their scores on the Idaho Reading Indicator (IRI) rather than only low scoring schools. The second item is that this rule would provide districts an opportunity for kindergarten students that are below basic in their testing to have a full day of kindergarten or some other type of proven effective program. Those schools would be identified and the hope is that they would receive funding in order to provide some of these services.

Ms. Critchfield indicated item 17, ADA Calculation, is new and is related to the average daily attendance (ADA) calculation. Ms. Bent provided a recap that the item is part of the Public School Funding Committee's recommendation. She indicated that the committee was tasked with looking at the funding formula for K-12 schools, and that the formula is based heavily on how ADA is calculated. She indicated part of this item was to give some certainty to districts and that the committee will be working on a future recommendation for public school funding. This is the initial recommendation on how to calculate ADA. Mr. Hill requested the item be developed more before it goes before the legislature, specifically regarding the funding of virtual schools. Ms. Bent indicated the committee will continue to work on it.

Ms. Bent indicated if the Board is comfortable with these legislative proposals, they will be submitted to DFM today which today is the deadline. If there are any questions or concerns, there is an opportunity to edit or pull legislation at the October Board meeting. Mr. Westerberg remarked that an enrollment based funding proposal should be looked at in the future. Dr. Clark pointed out that if you look at enrollment based funding without an additional type of funding, it actually reduces the amount that districts received, but clarified by saying this is a good intermediate step.

Dr. Goesling asked about students who were impacted by the recent fires in their areas, such as the Kamiah district. Mr. Freeman responded that regarding those districts, there is a provision in code for extraordinary circumstances, such as natural disasters, where if a district has an unexpected drop in attendance their ADA funding is protected at 97% of the previous year's ADA.

OTHER BUSINESS

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

M/S (Atchley/Hill): To adjourn the meeting at 2:30 p.m. Mountain Time. The motion carried unanimously.

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TAB	DESCRIPTION	ACTION
A	BOARD OF EDUCATION STRATEGIC PLAN	Information Item
B	60% COLLEGE COMPLETION GOAL	Motion to Approve
C	STATEWIDE ASSESSMENT DISCUSSION	Information Item

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SUBJECT

Idaho State Board of Education 2016-2020 Strategic Plan

REFERENCE

April 2010	Board postponed strategic plan approval to June 2010 meeting
June 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2011	Board approved 2012-2016 State Board of Education Strategic Plan
December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education K-20 Statewide Strategic Plan
December 2013	Board reviewed and discussed changes to the State Board of Education K-20 Statewide Strategic Plan
February 2014	Board reviewed and approved the updated 2014-2018 State Board of Education K-20 Statewide Strategic Plan
February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system; to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

According to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The agencies and institutions bring their strategic plans forward for approval in April of each year with an option for final approval in June.

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The update of the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. At the October 2015 Regular Board meeting, the Board had an opportunity to review performance measures. This performance measure review is a backward look at progress made during the previous year in alignment with the strategic plan approved by the Board at the February 2014 Board meeting. Due to the more comprehensive changes made to the strategic plan during the February 2015 Board meeting, there is some variance in the performance measures that were reviewed in October; those are included in Attachment 2, Performance Measure Data.

In addition to the Board's strategic plan, the Board has developed the Complete College Idaho plan, this plan includes statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% benchmark for the college completion performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). The Complete College Idaho plan, Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan, approved by the Board, are all required to be in alignment with the Board's overall K-20 Strategic Plan.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2016–2020 State Board Education Strategic Plan	Page 5
Attachment 2 – Performance Measure Data	Page 13
Attachment 3 – Annual Dual Credit Report	Page 17
Attachment 4 – Scholarship Data Review	Page 21

STAFF COMMENTS AND RECOMMENDATIONS

The amendments proposed during this review cycle focus on updates to the performance measures and benchmarks that were reached during the previous year. There are two benchmarks for performance measures that were approved February 2015 that staff are still collecting data one to establish these benchmarks and there are two new benchmarks that if approved data will be collected and provided to the Board at the October 2016 Board meeting to set. Additional amendments to existing performance measures are recommended based on the available data for reporting.

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In addition to the standard performance measure data (Attachment 2) the agenda material includes the annual dual credit report and a new report that focuses on the impact of the Opportunity Scholarship. This is the second year the Board office has produced the dual credit report, which focuses on the impact of students taking dual credit courses. The Opportunity Scholarship Review is our first look at the impact of the Opportunity Scholarship since the consolidation of the state managed scholarships in 2014. The 2015-2016 school year is the first year of full implementation so the data is limited at this time, however, the Board is required to report on the scholarships effectiveness each year. The more detailed information is provided to the Board to help inform the progress of these specific focus areas of the Board and provide a more complete picture of the landscape that impacts the progress towards meeting the Board's goals.

The work session will provide the Board with an opportunity to review and amend the strategic plan goals, objectives, performance measures, and/or benchmarks. Staff will walk the Board through the various parts of the plan, as well as provide additional information on the importance of using multiple measures to determine the effectiveness of various initiatives as well as to identify diverse areas that may need additional attention regarding the objectives and goal of the plan. Should the Board have no additional amendments, the plan may be approved at this meeting.

BOARD ACTION

I move to approve the 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAHO STATE BOARD OF EDUCATION
CY2015-2019
FY2016-2020
Strategic Plan**

An Idaho Education: High Potential – High Achievement



VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

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GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 20,000, \$16M
- ~~Unmet financial need, average undergraduate loan indebtedness, and average default rate~~Proportion of graduates with debt.
Benchmark: ~~Increase the percentage of students whose financial need was fully met by 15% over 5 years~~50% or less
Benchmark: 85% graduating student debt of ~~weighted~~ peers
Benchmark: 10% reduction of average default rate in 5 years
- Percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: SAT – 60%
ACT – 60%
- Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):
 - Dual credit
Benchmark: 30% students per year
Benchmark: ~~75~~180,000 credits per year
 - Technical Competency Credit
Benchmark: 27% students per year enrolled.
 - Advanced Placement (AP) exams taken each year.
Benchmark: 10% students per year
Benchmark: 10,000 exams taken per year
- Percent of high school graduates who enroll in postsecondary institutions:
 - Within 12 months of graduation
Benchmark: 60%
 - Within 36 months of graduation
Benchmark: 80%
- Cost of Attendance (to the student)
Benchmark: TBD
- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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

Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.

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Benchmark: 37%

- Number of graduates of [retraining](#) programs in the technical colleges (integrated, reintegrated, upgrade, and customized)

Benchmark: ~~40~~[20](#)

- Number of GEDs awarded per population

Benchmark: 5,000

- Number of non-traditional college graduates (age>39)

Benchmark: 2,000

- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho’s educational system.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60%

- High School [Cohort](#) Graduation rate.

Benchmark: 95%

- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)

2-year Institution Benchmark: 75%

4-year Institution Benchmark: 85%

- Unduplicated percent of graduates as a percent of degree seeking student FTE.

Benchmark: 20%

- Percent of graduates at each level relative to Board target numbers.

Benchmark: Certificates – 7% by 2020

Benchmark: Associate’s – ~~19~~[2](#)% by 2020

Benchmark: Bachelor’s – ~~26~~[30](#)% by 2020

Benchmark: Graduate degree – ~~8~~[13](#)% by 2020

- Gap in educational attainment measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area ([Reading, Language Arts, English Language Arts](#), Mathematics, Science)

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- Average composite college placement score of graduating secondary students.
Benchmark: ACT – 24
Benchmark: SAT – 15500
- ~~Percent of elementary and secondary schools rated as four star schools or above.~~
~~**Benchmark:** 100%~~
- Percent of students meeting college readiness benchmark on SAT in Mathematics.
Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Performance Measures:

- Ratio of non-STEM to ~~non~~-STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
Benchmark: 1:0.25
- Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.
Benchmark: 28 graduates at any one time
- Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho to practice.
Benchmark: TBD
- Percentage of Family Medicine Residency graduates practicing in Idaho. (Boise, Idaho State University, Coeur d'Alene)
Benchmark: 60%
- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
Benchmark: 50%
- Number of graduates in high demand fields as defined by the Idaho Department of Labor.
Benchmark: TBD

GOAL 2: Innovation and Economic Development

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation
Benchmark: 1 year - 75%
Benchmark: 3 years - 75%

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- Percentage of students participating in internships.
Benchmark: 30%
- Percentage of students participating in undergraduate research.
Benchmark: 30%

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Performance Measures:

- Institution expenditures from competitive Federally funded grants
Benchmark: \$112M
- Institution expenditures from competitive industry funded grants
Benchmark: \$7.2M
- Funding of sponsored projects involving the private sector.
Benchmark: 10% increase
- Total amount of research expenditures
Benchmark: 20% increase
- Number of startups, number of patents, number of disclosures, etc.
Benchmark: 10% increase

Objective C: Economic Growth – New objective currently under development.

GOAL 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

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

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

- [Median](#) SAT/ACT scores of students in public institution teacher training programs.
Benchmark: ACT – 24
Benchmark: SAT – 15050
- Percentage of first-time [students-test takers](#) from [public-institutionapproved](#) teacher [training-preparation](#) programs that pass the Praxis II.
Benchmark: 90%

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

- Percent of Idaho community college transfers who graduate from four year institutions.
Benchmark: 50%

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- Percent of dual credit students [who](#) go-on to postsecondary education within 12 months of graduating from high school.
Benchmark: 80%
- Percent of dual credit students who graduate high school with an Associate's Degree
Benchmark: 10%
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
Benchmark: 2 year – less than 55%
Benchmark: 4 year – less than 20%
- [Percent of postsecondary students participating in a remedial program who completed the program or course](#)
Benchmark: 95%

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

- Expense per student FTE
Benchmark: \$12,000
- Graduates per \$100,000
Benchmark: 1.7
- Number of degrees produced
Benchmark: 14,000
- Number of graduates
Benchmark: 13,000
- Cost per undergraduate weighted student credit hour
Benchmark: \$400
- Average net cost to attend public [4-year](#) institution.
Benchmark: [4 year](#) - 90% of peers (using IPEDS calculation)
Benchmark: [2 year](#) - TBD
- Median number of credits earned at completion of [a-Associate's or Baccalaureate](#) degree program.
Benchmark: 115% of required for transfer students
Benchmark: 115% of required for non-transfer students
- Institutional reserves comparable to best practice.
Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective E: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

Key External Factors

Accreditation

Eligible Idaho public Universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 Eligibility Requirements and Five Standards that contain 114 subsets for which the

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institutions must maintain compliance. The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, Standard Two in year three, and Standards Three, Four, and Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement. For that reason, as an institution focuses on a given standard(s) for its Self-Evaluation Report, it does so in light of the standard(s) that have already been addressed, with the result that the information and analysis of previously addressed standards may be updated, expanded, and modified to produce a cohesive report.

The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of Accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

The accreditation process is intended to be one of continuous improvement, involving both self-assessment and peer-review at the various stages. This process necessitates flexibility and the capacity to make changes based on both the Eligibility Requirements and Standards of the NWCCU at times that may not be in alignment with state processes. In addition, the NWCCU may make recommendations to Institutions that could be in conflict with state timelines and content requirements.

Current Initiatives

1. Support and facilitate the implementation of the Governor's Task Force for Improving Education 20 recommendations.
2. Ensure college and career readiness
3. Development of intentional advising along the k-20 continuum that links education with careers
4. Support accelerated high school to postsecondary education and career pathways
5. Develop statewide model for remedial placement and education
6. Provide clear statewide articulation and transfer options
7. Establish metrics and accountability for all components of the public education system

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8. Strengthen collaborations between education and business/industry partners
9. Provide meaningful financial aid/support
10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2 year to 4 year institutions.
11. Continued assessment of postsecondary institution mission fulfillment and effectiveness through the accreditation process.

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Performance for School Year Ending in Spring (i.e., Academic Year):

		2018					
Goal/Objective	Performance Measure	Benchmark	2011	2012	2013	2014	2015
Goal 1: A Well Educated Citizenry							
Goal 1, Objective A: Access.	Annual number of state-funded scholarships awarded.	20,000	7,904	7,740	8,219	7,860	1,782
	Annual total dollar amount of state-funded scholarships awarded.	\$16,000,000	\$5,934,857	\$7,627,099	\$6,992,527	\$6,187,700	\$6,369,276
	Average undergraduate loan indebtedness - 4-year institutions		\$23,747	\$26,260	\$27,787	\$24,322	
	Proportion of graduates with debt - 4-year institutions		65.3%	63.8%	67.5%	69.8%	
	Average 3-year default rate - 4-year institutions		11.9%	9.1%			
	Average 3-year default rate - 2-year institutions		21.9%	21.8%			
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT					25.7%	25.2%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT		26.0%	26.0%	32.0%	34.0%	37.0%
	Percent of high school students enrolled in dual credit courses.	25.0%	13.2%	15.7%	18.4%	20.3%	23.9%
	Number of credits earned in dual credit courses.	180,000	46,134	54,465	62,248	68,950	87,684
	Percent of high school students enrolled in tech prep courses.	27.0%	26.3%	24.3%	24.2%	20.0%	17.6%
	Percent of students taking AP exams.	10.0%	8.0%	8.8%	9.0%	8.9%	
	Number of AP exams.	10,000	8,380	9,193	9,463	9,149	
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 12 months of graduation from an Idaho high school.	60.0%	51.0%	55.0%	54.0%	51.0%	
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 36 months of graduation from an Idaho high school.	80.0%	61.0%	64.0%			
Goal 1, Objective B: Adult-Learner	Percent of Idahoans (ages 35 to 64) who have a college degree.		34.2%	34.5%	35.3%	34.4%	
	Number of integrated training and/or reintegrated training programs in the technical colleges.	20	5 (plus 1 funded by 4 JKAF)	5 (plus 1 funded by JKAF)		15	15
	Number of GEDs awarded		3,465	3,191	4,829	879	
	Number of non-traditional college graduates (40+)			1,900	1,801	1,863	1,811
Goal 1, Objective C: Educational Attainment.	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.	60% by 2020	35.0%	42.0%	41.0%		
	High School cohort graduation rate	95.0%	92.4%	93.3%	84.1%	77.3%	
	Percentage of full-time first-year freshmen at 2-year Institutions returning for second year.	75.0%	54.6%	56.3%	52.5%	53.7%	54.4%
	Percentage of full-time first-year freshmen at 4-Year Institutions returning for second year.	85.0%	69.3%	71.4%	69.9%	73.0%	74.5%

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Unduplicated number of graduates as a percent of degree seeking student FTE.						
	Percent of graduates at each level relative to Board target numbers (Certificates)	7.0%	12.0%	11.9%	11.1%	12.1%
	Percent of graduates at each level relative to Board target numbers (Associate's)	12.0%	20.9%	22.4%	23.5%	24.1%
	Percent of graduates at each level relative to Board target numbers (Bachelor's)	30.0%	50.8%	49.4%	49.4%	49.1%
	Percent of graduates at each level relative to Board target numbers (Advanced)	13.0%	16.2%	16.4%	15.9%	14.7%
Goal 1, Objective D: Transition	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 10th Grade ELA/Literacy	100.00%				60.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 10th Grade Math	100.00%				30.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 10th Grade Science	100.00%				N/A
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 5th Grade ELA/Literacy	100.00%				52.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 5th Grade Math	100.00%				38.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 5th Grade Science	100.00%				62.90%
	Average composite ACT score.	24.0	21.7	21.6	22.1	22.4
	Average Total SAT Score	1,550	1,599	1,609	1,356	1,357
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	60.0%	65.8%	66.4%	35.2%	33.0%
Goal 1, Objective E: Education to Workforce	Ratio of non-STEM to STEM baccalaureate degrees	1:0.25	1:0.24	1:0.23	1:0.24	1:0.25
	Number of WWAMI graduates who are residents in one of Idaho's graduate medical education programs.					
	Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.	8	8	8	8	8
	Number of Idaho graduates who participated in one of the state sponsored medical programs who return to Idaho	8	8	8	8	8
	Percentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	50%	54%	54%	54%
	Percentage of ISU Family Medicine Residency Graduates Practicing in Idaho.	50%		49%	48%	48%
	Percentage of CDA Family Medicine Residency Graduates Practicing in Idaho.					
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	50% (1)	50% (1)	100% (3)	100% (2)

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	Number of graduates in high demand fields as defined by the Idaho Department of Labor						
Goal 2: Innovation & Economic Development							
Goal 2, Objective A: Workforce Readiness	Percentage of graduates employed in Idaho 1 year after graduation	75.0%					
	Percentage of graduates employed in Idaho 3 years after graduation	75.0%					
	Percent of students participating in internships.	30.0%	3.9%	4.1%	3.5%	3.4%	
	Percent of students participating in undergraduate research.	30.0%					
Goal 2, Objective A: Critical Thinking, Innovation & Creativity.	Institution expenditures from competitive Federally funded grants.	\$112,000,000	\$112,458,680	\$101,824,222	\$97,304,087	\$87,824,013	
	Institution expenditures from competitive industry funded grants.	\$7,200,000	\$3,955,569	\$4,544,394	\$4,288,042	\$3,049,059	
	Number of sponsored projects involving the private sector	10% increase	92	92	158	111	
	Total amount of research expenditures.	20% increase	\$81,614,760	\$75,244,872	\$73,726,315	\$101,830,918	
	Number of startups	10% increase	0	3	0	0	
	Number of patents	10% increase	5	32	13	10	
	Number of disclosures	10% increase	55	43	47	29	
Goal 3: Effective & Efficient Educational Systems							
Goal 3, Objective B: Quality Teaching Workforce.	SAT scores of students in public institution teacher training programs	1550					
	ACT scores of students in public institution teacher training programs	24					
	Percent of first-time students from public institution teacher training programs that pass the Praxis II.	90.0%					
Goal 3, Objective C: Quality Teaching Workforce.	Percent of Idaho community college transfers who graduate from four-year institutions	50.0%				49.4%	
	Percent of dual credit students go-on to postsecondary education within 12 months of graduating from high school	80.0%		71.0%			
	Percent of dual credit students who graduate high school with an Associate's Degree	10.0%	0.1%	0.2%	0.2%	0.3%	
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	20.6%	22.4%	19.2%	20.7%	22.7%
	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	73.4%	76.1%	60.6%	63.6%	63.5%
	Percent of postsecondary English remedial courses passed	95.00%	76.6%	74.5%	68.3%	69.8%	66.0%
	Percent of postsecondary math remedial courses passed	95.00%	69.6%	69.4%	62.5%	66.4%	71.1%
Goal 3, Objective D: Productivity and Efficiency.	Expense per student FTE	\$12,000					

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Graduates per \$100,000	1.7		1.3	1.5	1.5	
Number of degrees produced	14,000	11,621	12,814	13,491	13,778	14,026
Number of graduates	13,000		11,397	12,216	12,335	12,431
Cost per undergraduate weighted student credit hour	\$400	\$444	\$459	\$493	\$519	
Average net cost to attend public 4-year institution.	90% of peers	102.9%	103.7%	103.1%	107.0%	
Average net cost at 4-year institutions		\$12,467	\$13,438	\$13,579	\$14,097	
Average net cost at 2-year institutions		\$7,719	\$7,054	\$7,164	\$7,552	
Median number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	115% of required			Full-time = 89.5; Part-time = 89.9;		
Median number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	115% of required			N/A		
Median number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	115% of required			Full-time = 140.8; Part-time = 135.1;		
Median number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	115% of required			Transfer = 108.9 (31 to 59 credits)		
		BSU=2.7%; ISU=5.9%; U of I=1.6%; LCSC=3.5%	BSU = 3.5%; ISU= 7.3%; U of I = 2.3%; LCSC = 3.8%	BSU = 5.0%; ISU= 11.7%; U of I = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; U of I = 4.2%; LCSC = 6.5%	
Institution reserves comparable to best practice.	> or = 5%					

Idaho State Board of Education Report on Dual Credit

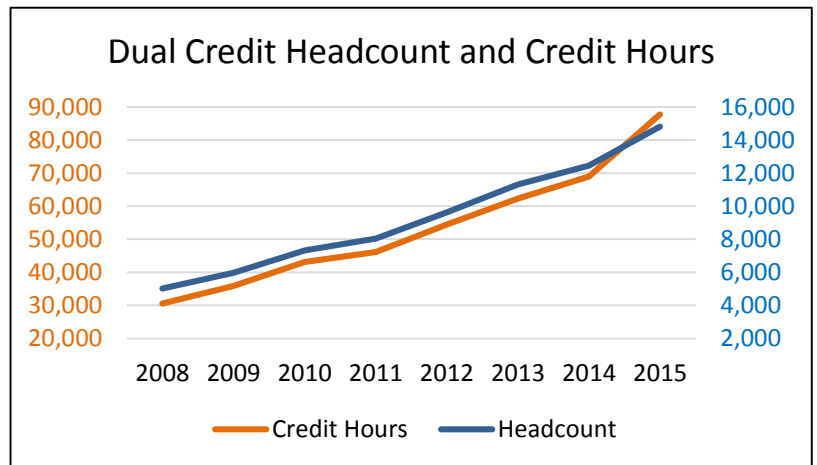
2016



Dual credit courses provide Idaho high school students the opportunity to earn high school credit and postsecondary credit for a single course. Students can earn dual credit in academic and professional-technical courses. Idaho invests in dual credit education because evidence suggests that dual credit education encourages high school students to enroll in college, better prepares high school students for college, and increases the likelihood of success in college.

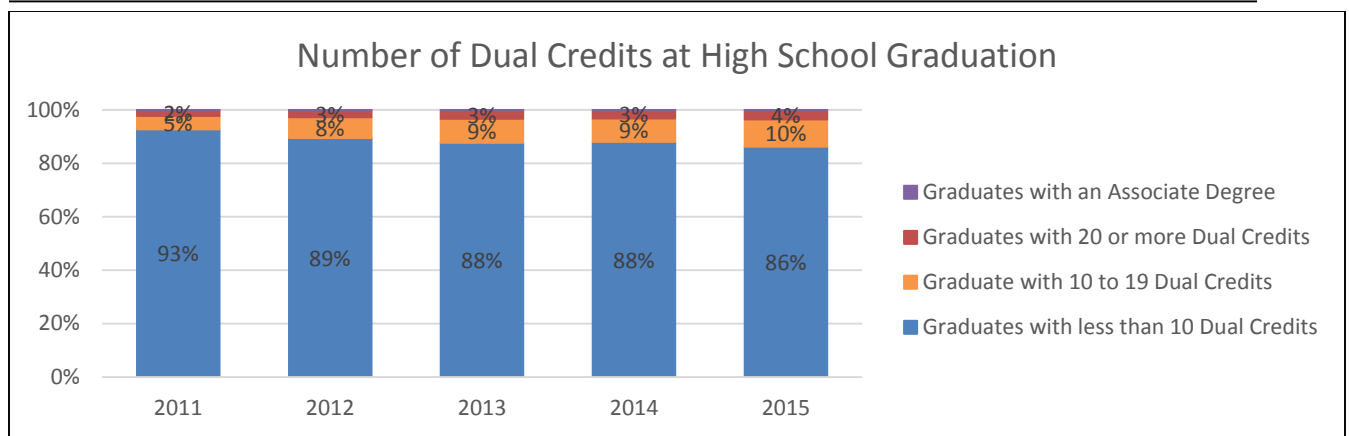
Dual Credit in Idaho

From 2008 to 2015, the number of students taking dual credit classes has grown nearly 200 percent from 5,000 to almost 15,000. The number of credits earned has also grown almost 200 percent from 30,000 to nearly 90,000. Idaho has more dual credit students taking more college credits than ever before.



The share of high school graduates who graduate with more than 10 dual credit hours has increased since 2011. In 2011, only 7 percent of graduates had 10 or more dual credit hours. By 2015, that had doubled to 14 percent. The vast majority of students with more than 10 dual credit hours had 10 to 19 dual credit hours. Very few graduates (less than 1%) earn an Associate Degree.

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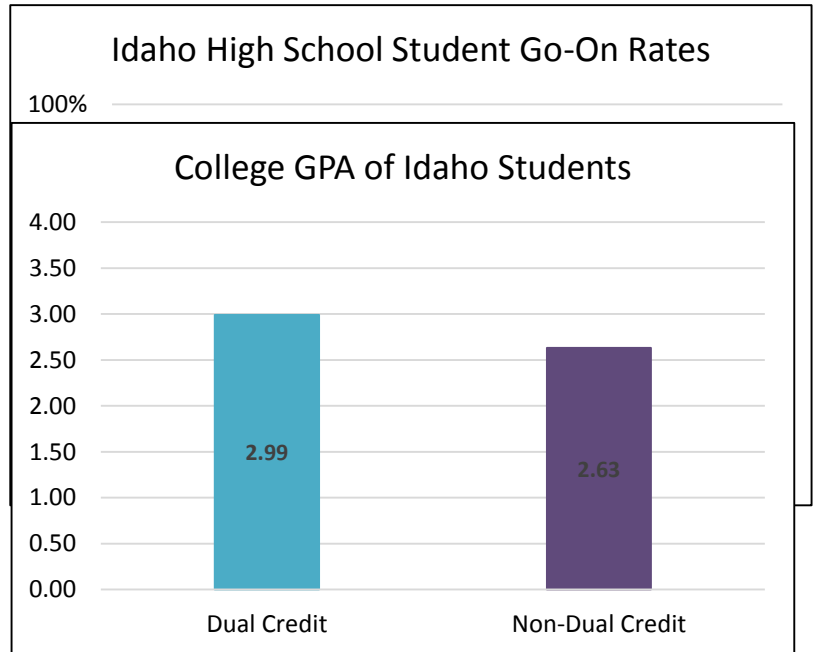


Encourages High School Students to Enroll in College

Note: This analysis has not been updated due to data availability.

Idaho high school dual credit participants enrolled in college at much higher rates than non-participating students. Seventy-one percent of students taking dual credit courses in high school enrolled in college within one year of graduation. Only 45 percent of non-dual credit students enrolled in college during the same time period.

Prepares High School Students for College

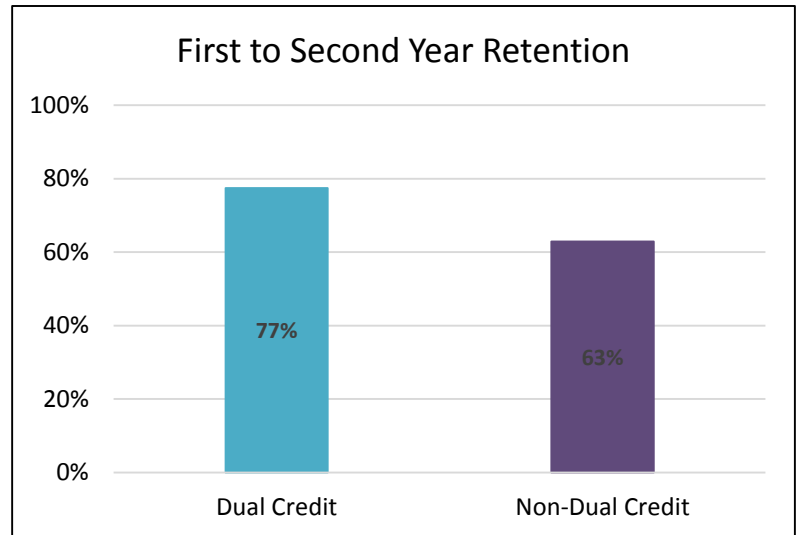


Since 2011, Idaho high school students who have participated in dual credit courses earned higher grades in college than Idaho students who did not take dual credit courses. Dual credit students averaged a 2.99 cumulative GPA while non-dual credit students earned a 2.63 average cumulative GPA. This difference is seen even among students who earned a similar GPA while in high school.

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Increases the Likelihood of Success as College Students

Idaho students who took dual credit courses while in high school had significantly higher college retention rates from their first year to their second year at a postsecondary institution. Almost 80 percent of dual credit students returned to college their second year. The retention rate for non-dual credit students was 63 percent.



Summary

Dual credit students enroll in college at higher rates, earn higher grades when attending college, and continue their college careers at higher rates than students who do not take advantage of dual credit courses while in high school.

*These data were analyzed using the Idaho Statewide Longitudinal Data System for Idaho college and university students from 2011 through 2015.

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Idaho State Board of Education

Report on Idaho Opportunity Scholarship - Summary

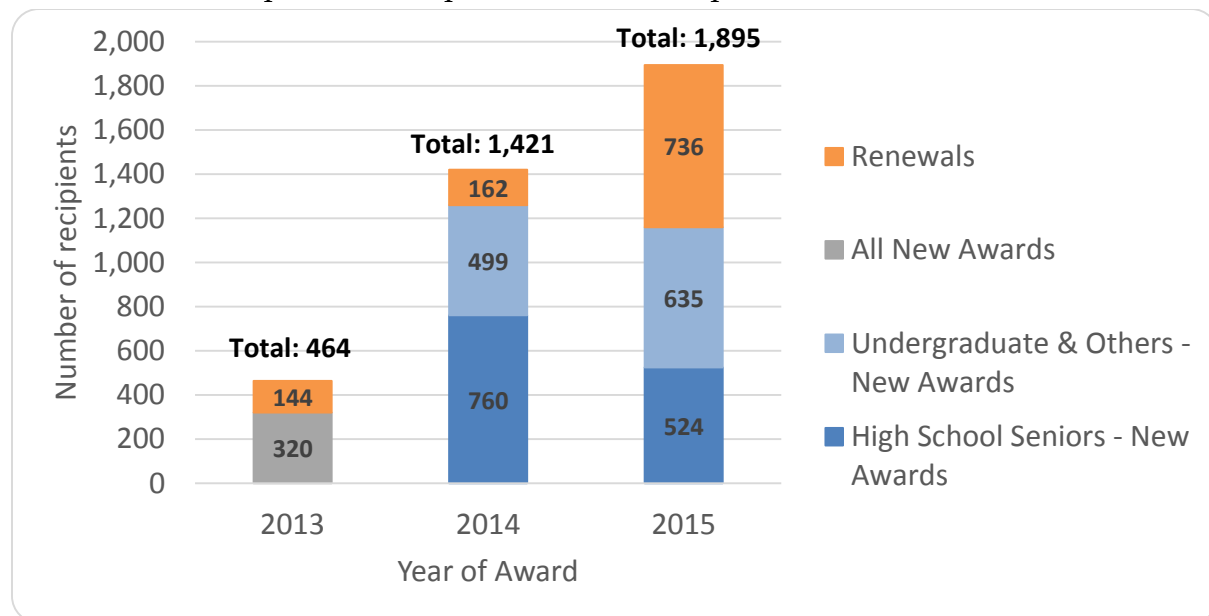
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In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship increased from approximately \$1.045 million in FY2014 to approximately \$5.127 million in FY2015 and \$5.191 million in FY2016. The Idaho Opportunity Scholarship was designed to help high achieving, low-income Idaho students attend and complete college in Idaho.

Recipients of the Opportunity Scholarship

The number of students receiving the Idaho Opportunity Scholarship has increased dramatically since 2013.¹ In 2013, there were 464 total recipients. Renewals made up 30 percent of the recipients. By 2015, there were 1,895 total recipients and renewals made up almost 40 percent of the recipients.



Note: We cannot categorize 2013 recipients as High School Seniors or Undergraduate & Others due to data limitations.

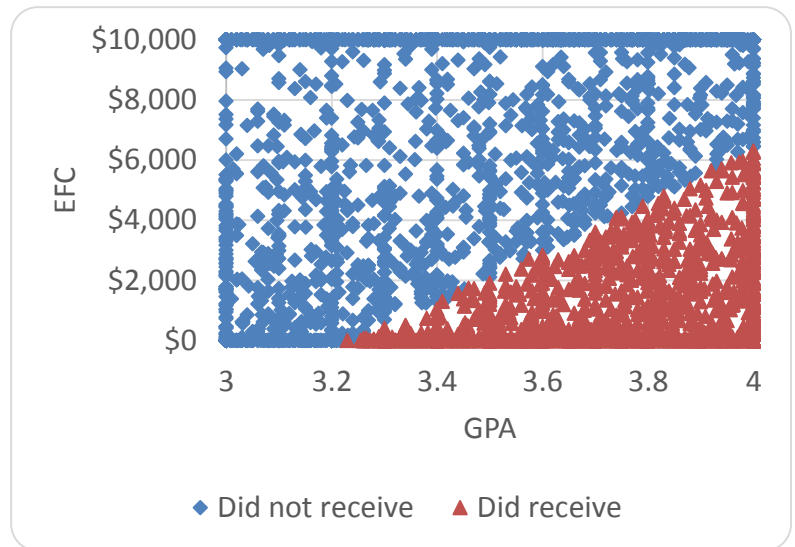
¹ The year of award refers to the calendar year in which the scholarships were awarded. The funds would have been disbursed in the following fiscal year. Specifically, those awarded in Award Year 2015 would have been disbursed in FY2016.

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The Award Process

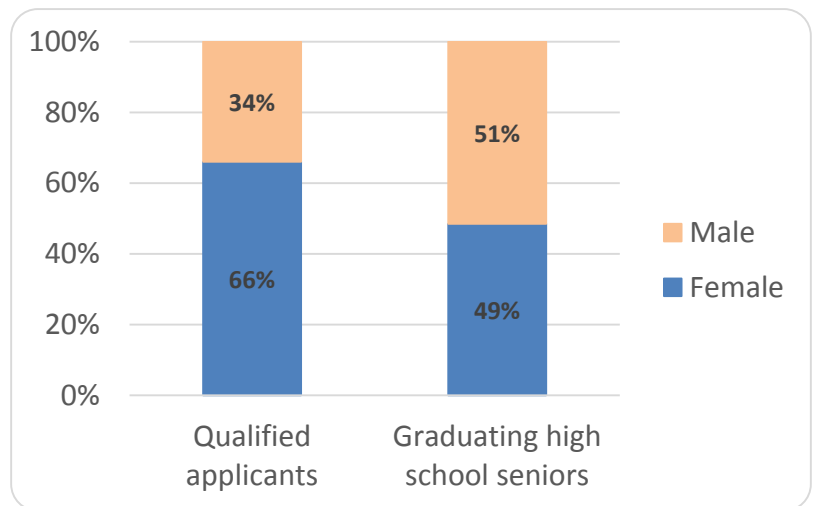
The Idaho Opportunity Scholarship has two main selection criteria: academic achievement and financial aid. First-time applicants are ranked using a process that assigns academic achievement a weight of 30% and financial need a weight of 70%. Applicants are then awarded the scholarship according to that rank. This figure shows the EFC (Estimated Family Contribution) and GPA for those students who received the

scholarship versus those students who did not receive it. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs and vice versa.



Gender Differences in Applications

In 2015, females were over-represented among the qualified applications from high school seniors. Two-thirds of those applicants were females compared to approximately half of graduating high school seniors. It is unclear whether females qualify in greater number due to the GPA requirement or if females are simply more likely than males to begin the college going process. Understanding where males and females diverge will be important to understanding gender differences in Go-On rates.



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An Evaluation of the Idaho Opportunity Scholarship

Cathleen M. McHugh, Ph.D.²

November 20, 2015

In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship increased from approximately \$1.045 million in FY2014 to approximately \$5.127 million in FY2015 and \$5.191 million in FY2016. The legislation that expanded the Opportunity Scholarship also directed the Idaho State Board of Education to evaluate the program on a regular basis. This paper serves as the first step in that evaluation.

The Idaho Opportunity Scholarship

The Idaho Opportunity Scholarship is awarded to Idaho residents who graduate from Idaho high schools and enroll in an Idaho postsecondary educational institution in order to pursue their first undergraduate degree or certificate. In addition to traditional high school graduates, both home-schooled students and students who obtain a General Equivalency Diploma (GED) are eligible for the scholarship. Students can initially receive the scholarship either as a high school senior or as an undergraduate attending an eligible Idaho postsecondary educational institution. Students who initially receive the scholarship as an undergraduate must have graduated from an Idaho high school and be making satisfactory academic progress. Students apply electronically.³ In addition to the application, students must complete the Free Application for Federal Student Aid (FAFSA).

A student must have an unweighted cumulative GPA of 3.0 in order to be eligible for the scholarship.⁴ High school GPAs are used for students who have not yet graduated from high school while college GPAs are used for students who apply as undergraduates. After initial receipt of the scholarship, students can renew their scholarship for up to four years if they continue to meet the eligibility requirements. These requirements include maintaining a 3.0 GPA during college and maintaining satisfactory academic progress. There are also eligibility requirements with regard to the number of postsecondary academic credit hours attempted/completed. Students who have attempted or completed 100 credits must identify a major and submit an academic transcript to the Board Office. A student will not be eligible for renewal of the Opportunity Scholarship if they cannot complete their degree in the major identified in 2 semesters. Finally, if students interrupt their enrollment for more than 4 months but less than 2 years, then they must file a request for an extension of the scholarship.

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³ Students are able to request paper applications if they are unable to complete the application electronically.

⁴ Students who receive a GED must receive their GED in Idaho and take either the ACT or SAT to be eligible for the scholarship. GED students must receive a score of at least 20 on the ACT or receive a score of at least 950 on the SAT.

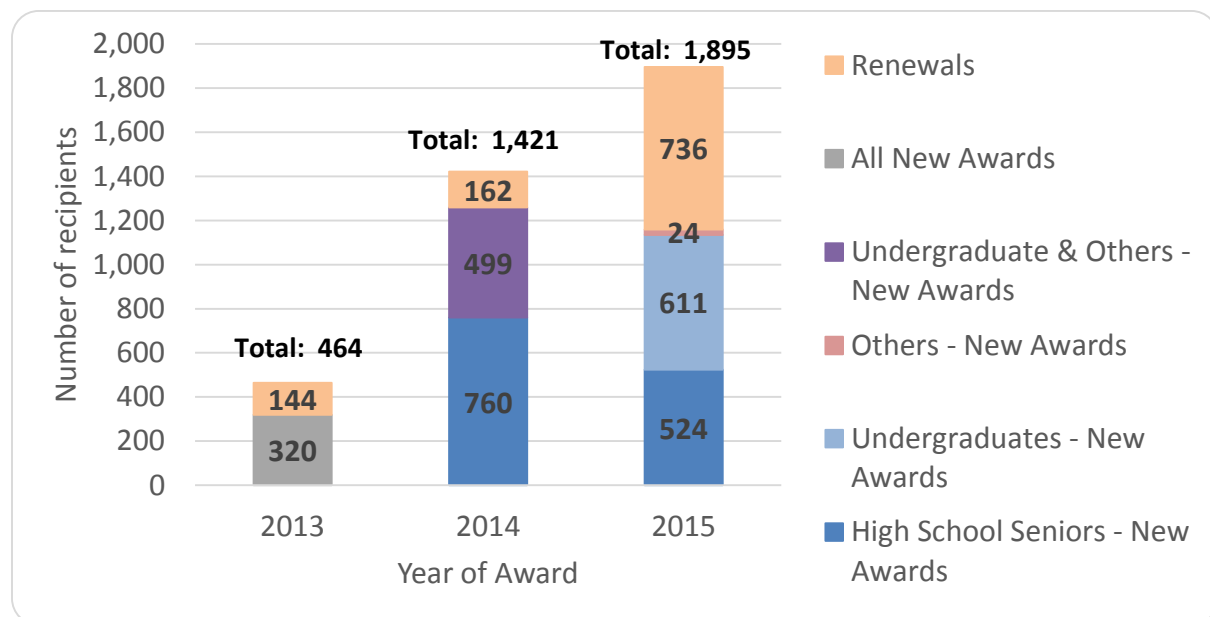
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The maximum amount of the scholarship is set by the State Board of Education annually based on the educational costs for attending an eligible Idaho postsecondary educational institution. Scholarship renewals are funded at the current level of the scholarship and receive funding priority. After all renewals are funded, scholarships are awarded to first-time applicants. First-time applicants receive a score which is a weighted average of financial need (70 percent) and academic eligibility (30 percent). First-time applicants are then ranked according to that score. Awards are given to the highest ranking applicants until all funds are disbursed. Not all recipients receive the same scholarship amount. A recipient will receive less than the maximum amount if they have other financial aid and receipt of the full scholarship would cause their total financial aid package to be greater than the cost of college.

The number of students who receive a scholarship depends on the degree to which the Idaho Legislature funds the Idaho Opportunity Scholarship. As funding has increased, the number of students who received the award has increased (see Figure 1). In 2013, 464 students were awarded an Opportunity Scholarship. By 2015, the number of recipients had increased to 1,895.

In 2013, there were only 320 new awards and 144 renewals. By the next year, the number of new awards had almost quadrupled. The year after that, the number of new awards had decreased from 1,259 to 1,159 but the number of renewals had increased from 162 to 736. It is likely that next year, the number of renewals will increase as some renewals from this year will renew again and some first time recipients from this year will renew for the first time.

Figure 1: Number of students receiving Opportunity Scholarship, 2013 through 2015 award years



Evaluating the Idaho Opportunity Scholarship

There are several dimensions on which to evaluate the effectiveness of a scholarship. This paper will evaluate the Idaho Opportunity Scholarship using the following questions.

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- First, is the scholarship process functional? Do applicants face unnecessary barriers in the application or renewal process?
- Second, is the scholarship serving its intended population? The Idaho Opportunity Scholarship is focused on helping economically disadvantaged students who show academic promise. Is this the population actually served?
- Third, is the Idaho Opportunity Scholarship effective in changing behavior? Are recipients more likely to go on to college than similar non-recipients? Are recipients more likely to stay in state than similar non-recipients? Are recipients are more likely to complete college than similar non-recipients?
- Fourth, are there any unintended consequences of the Idaho Opportunity Scholarship? Students will lose their Opportunity Scholarship if they do not maintain a 3.0 GPA in college. Does this affect which major they choose or which major they ultimately graduate with? Do students who become ineligible to renew their scholarships still complete college?

Not all of these questions will be completely answered in this paper due to data limitations. As the data becomes available, all of the above questions will be examined.

Data Note

Applications for the Idaho Opportunity Scholarship are due in the spring and the recipients are announced in the late spring/early summer. Funds are then disbursed the following academic year. Therefore, one can refer to any particular scholarship year by the year it was awarded or the year in which funds were disbursed. Throughout this paper, we use years to refer to the year the scholarship was awarded. Table 1 shows the relationship between the year of award, the graduating class who would have received the scholarship, and the year when the funds were actually disbursed.

Table 1: Relationship of scholarship years

Year of Award	High School Graduating Class Receiving Award	Fiscal year of disbursement	Academic year of disbursement	Type of Opportunity Scholarship
2013	2013	FY2014	2013-2014	Old
2014	2014	FY2015	2014-2015	New
2015	2015	FY2016	2015-2016	New

How well does the Idaho Opportunity Scholarship function?

This section examines if students face any obstacles in applying for or renewing the Idaho Opportunity Scholarship. In 2015, there were 5,824 initial applications for Idaho scholarships (see Figure 2). About half of those applications were from high school seniors and about half were from college undergraduates. In prior years, there appeared to be an obstacle in terms of awareness of the Idaho

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Opportunity Scholarship especially among undergraduates. While there is no advertising budget for the Idaho Opportunity Scholarship, OSBE staff initiated two different awareness campaigns for the 2015 award year. First, the Scholarship Director personally emailed all the financial aid offices at the colleges/universities and made it clear that this scholarship was open to undergraduates. Second, the Scholarship Program Manager coordinated with the College Access Challenge Grant (CACG) Manager so that the Idaho Opportunity Scholarship was mentioned in CACG publicity campaigns.

As mentioned earlier, Opportunity Scholarships are awarded based on a score. The score has two components: financial need and academic accomplishment. After each application is scored, they are ranked and scholarships are awarded by this ranking. However, not all applications are actually scored and ranked. Figure 3 shows the share of applications received for the Idaho Opportunity Scholarship that were actually ranked. Applications would not be ranked if the applicant did not have a qualifying GPA (a GPA of 3.0), if the applicant did not submit a FAFSA, or if the application was otherwise incomplete. As can be seen, 80 percent of applications submitted by high school seniors were ranked while less than 60 percent of those submitted by college undergraduates were ranked.

Figure 2: Number of applications in 2015 award year

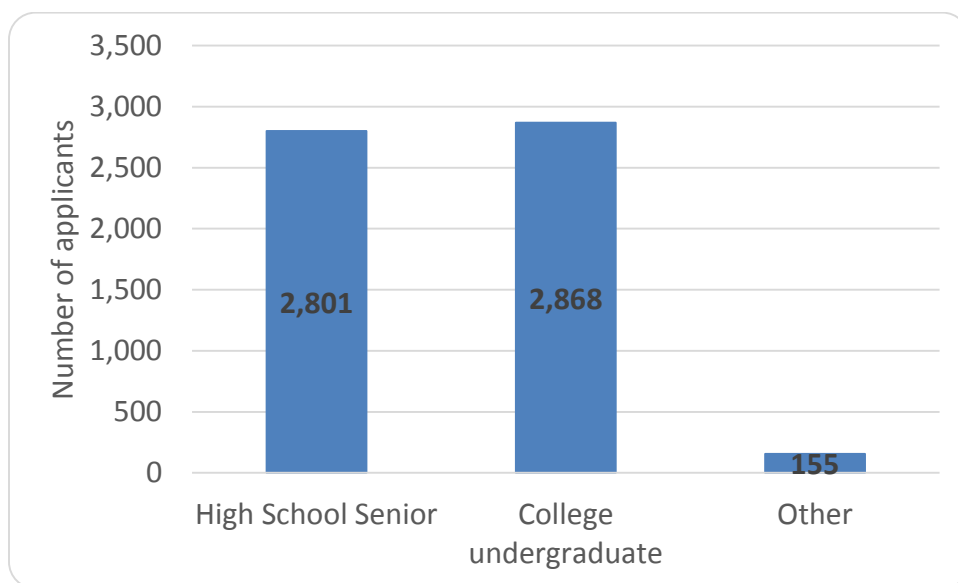


Figure 3: Share of Idaho Opportunity Scholarships that were ranked in 2015 award year

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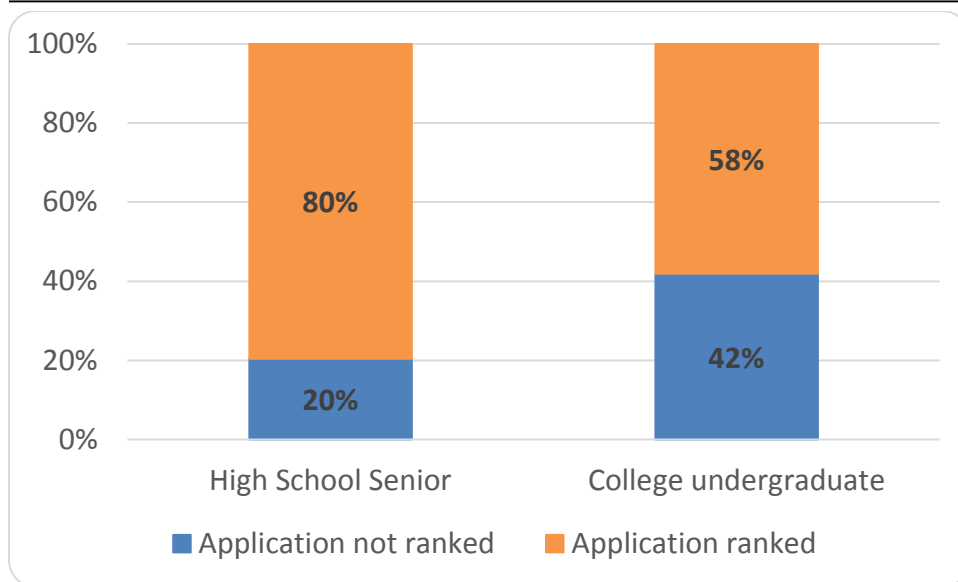
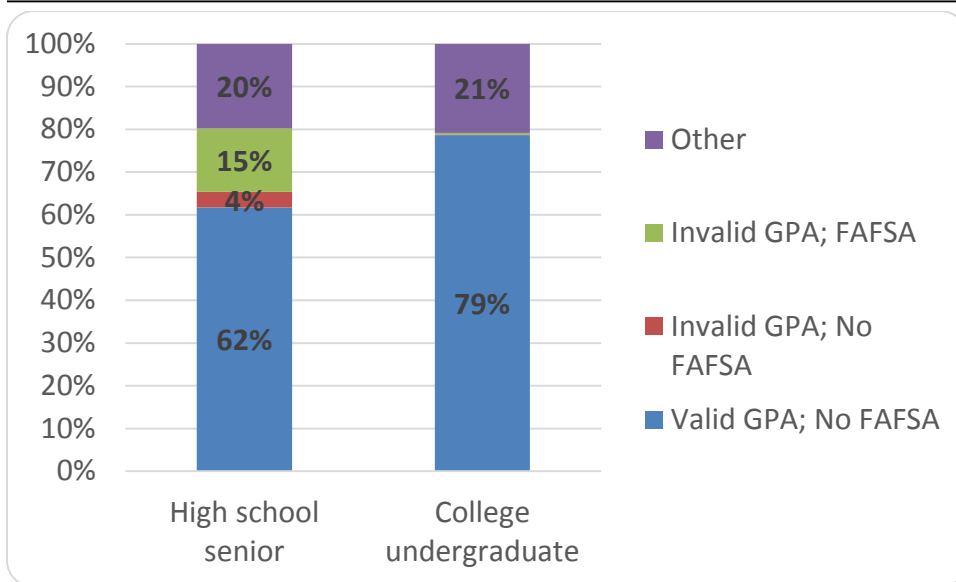


Figure 4 shows what was deficient in applications that were not ranked. The most common deficiency for both high school seniors and college undergraduates was lack of a FAFSA. Almost 80 percent of undergraduates and 66 percent of high school students who were not ranked did not file a FAFSA. The vast majority of those students who did not file a FAFSA did have an eligible GPA. Therefore, filing a FAFSA did turn out to be a roadblock for many students who otherwise would have qualified for the scholarship. This estimate could be understated as the “Other” category includes students who filed the FAFSA after the deadline.⁵

Figure 4: Reasons applications were incomplete for award year 2015

⁵ It also includes students who indicated they no longer wished to be considered for the scholarship and renewal students who were initially misclassified as first time applicants.

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The FAFSA is an important part of the application process. It is the only way in which the State Board can actually verify a student's financial need. Therefore, it is likely it will remain a necessary part of the application. OSBE staff believes completion of the FAFSA will become less of an issue for students as the FAFSA transitions to being based on income from two years ago rather than last year's income. In 2017, students will be able to complete both their application for the Idaho Opportunity Scholarship and their FAFSA during College Application Week.

Fifteen percent of high school seniors who applied and were not ranked did not have an eligible GPA. The Opportunity Scholarship is based on a student's *unweighted* GPA. Students may apply without being eligible if they do not properly understand the difference between their unweighted and their weighted GPA.

Students must meet several requirements in order to renew. A student cannot renew if they have 100 credits and cannot complete their major in two semesters. In the future, we will examine how many students will be affected by this requirement due to the accumulation of dual credits.

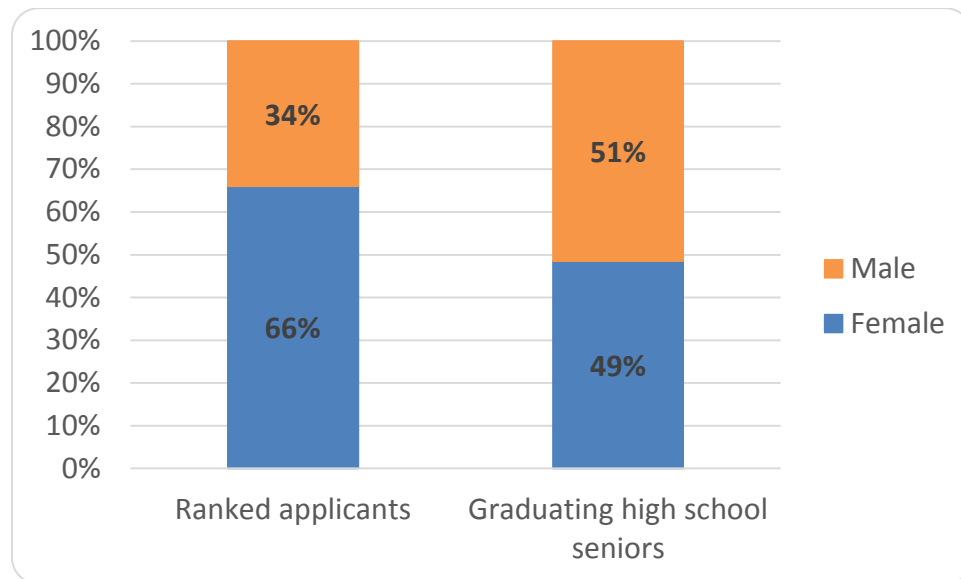
Above we identified barriers to students who started the application process. There may also exist barriers to students even beginning the application process. It would be extremely difficult to identify barriers to even starting the application process. However, one can examine whether or not the applicant pool mirrors the underlying population in order to understand if these barriers are disproportionately born by certain groups of students. Currently, we examine students by gender, and, in the future, we will examine them by race/ethnicity in order to understand if there are groups which are under-represented in the applicant pool.

In Figure 6, we examine gender for high school applicants only. As can be seen in Figure 6, high school applicants are much more likely to be female than the underlying population. It may be that females are more likely to have a qualifying GPA. However, historically, more females than males have gone on to

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college in Idaho.⁶ What this result suggests is that males are less likely than females to even begin the process for going on to college. Understanding when males and females diverge in the college going process will help to identify ways to mitigate the differences. This will be a topic of future research. In the future, we will also examine gender differences for undergraduates.

Figure 6: Gender of applicants for award year 2015, high school applicants only



Is the Idaho Opportunity Scholarship serving its intended population?

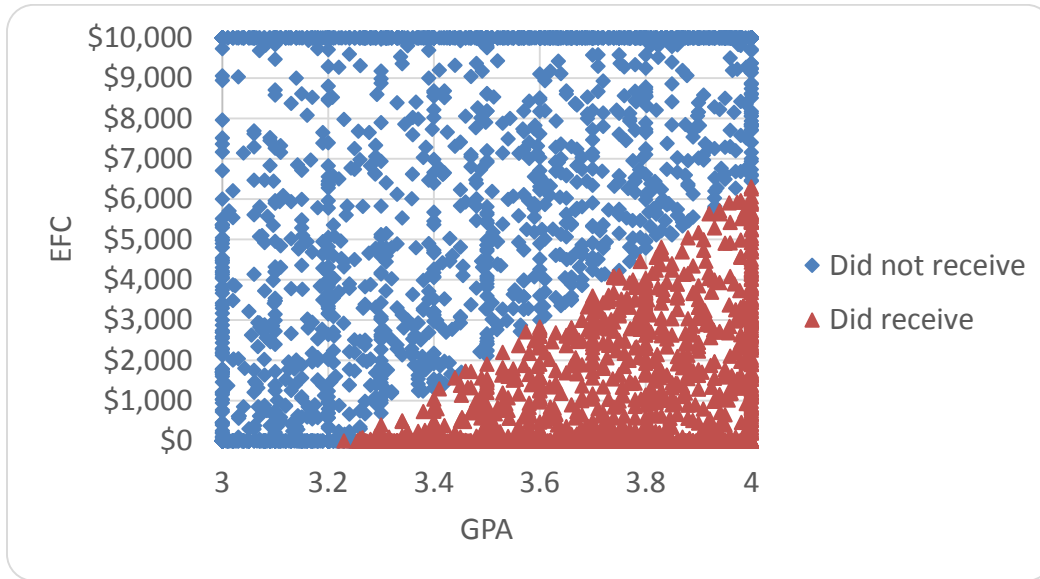
Does the Idaho Opportunity Scholarship serve the population it was designed to serve? The Idaho Opportunity Scholarship was designed to help high achieving, low-income students. Thus, there are two main selection criteria – academic achievement and financial need. Figure 7 shows the GPA and EFC⁷ of those who applied and were ranked. Those who did not receive the scholarship are marked with blue diamonds and those who did receive the scholarship are marked with orange triangles. The recipients all fall into a triangle of the graph due to the weighting process. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs. Students who had a 4.0 received the scholarship if their EFC was around \$6,000 or below. Students who had slightly above a 3.2 GPA only qualified if they had an EFC of 0. If the weighting formula were changed, then the students who were awarded the scholarship would fall in a different area on the graph.

⁶ In OSBE research, I have found gender differences in the go-on rate to be persistent across time and across regions in Idaho. Females are much more likely to go on than males at Idaho regardless of when one measures the go-on rates – if it is measured at the fall immediately after high school graduation, one year after high school graduation, two years after high school graduation or three years after high school graduation.

⁷ In Figure 7, all EFCs above \$10,000 are reported as \$10,000.

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Figure 7: EFC and GPA of applicants that were ranked in the 2015 award year



Note: Only students ranked using their GPA are included. Not included are 2 students whose status is under review.

Table 2: Share of recipients with a \$0 EFC or with a 4.0 GPA

	Share of group who received scholarship	Weight necessary to assign to GPA for all students in group to receive a scholarship	Weight necessary to assign to EFC for all students in group to receive a scholarship
Students with a 4.0 GPA	54%	99%	1%
Students with a \$0 EFC	73%	10%	90%

Figure 7 demonstrates that the selection process for the scholarship is very mechanical. The weighting formula will mean that students with certain combinations of EFC and GPA will receive the scholarship. As Table 2 shows, 73 percent of ranked applicants with an EFC of \$0 received the scholarship while only 54 percent of ranked applicants with a GPA of 4.0. This reflects the unequal weights assigned these two categories in the weighting process. Table 2 also shows what type of weighting scheme would be needed if one wanted all 4.0 students to receive a scholarship or if one wanted all \$0 EFC students to receive a scholarship. Basically, if one wanted all 4.0 students to receive the scholarship, one would have to give almost all the weight to GPA. Likewise, if one wanted all \$0 EFC students to receive the scholarship, one would have to give almost all the weight to the EFC.

To better understand if the Opportunity Scholarship is serving the intended population, one also needs to examine if the ranked applications are representative of the state. If they are, then the weighting formula will automatically ensure that the students with the most financial need and highest academic

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achievement receive the scholarship. As a first step toward examining whether or not the students with ranked applications are representative of students overall, we examine the share of those with ranked applicants who graduated from schools that were eligible for Title I funds (Title I schools) versus the share of all graduates from Title I schools. We group students by their school's Title I status because it is the only proxy for income available at this time. If students from Title I schools are not perfectly or even over-represented in the pool of ranked applications then the Idaho Opportunity Scholarship may not be reaching the students most in need of the scholarship.⁸

We only include graduating high school seniors with ranked applications in this analysis. We also only included those students for whom we could determine Title I status. Figure 8 shows that the pool of ranked applicants does mirror the underlying population in terms of Title I eligibility.

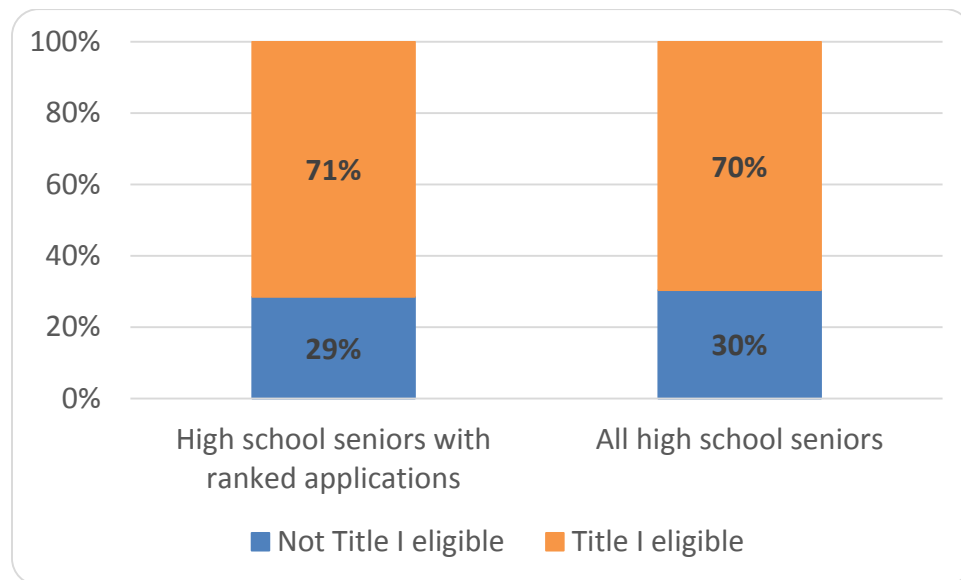
We further examined individual high schools that were eligible for Title I funds. We first calculated each school's share of ranked applications. We compared that to each school's share of graduating high school seniors. Schools that were under-represented in the ranked applicant pool would have a lower share of ranked applicants than of graduating high school seniors. Schools that were over-represented in the ranked applicant pool would have a higher share of ranked applicants than of graduating high school seniors. Of the 117 Title I high schools, 37 (or 32 percent) were under-represented in the ranked applicant pool. Sixty-three (or 54 percent) were over-represented. The remainder were perfectly represented. This does suggest that there are school-level differences in the degree to which eligible students apply. To understand why these differences arise, it may be necessary to interview high school counselors.

Of course, the above analysis does not take the GPA eligibility into account. In the future, we will repeat the above analysis but considering both GPA and Title I status. We will also examine whether free-or-reduced price lunch status is a reasonable proxy for income.

⁸ Non-Title I schools may be under-represented if their students understand the degree to which the scholarship is based on financial need. The probability of students with high EFC receiving the scholarship may be low enough that they simply do not apply.

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Figure 8: Title I status of high school seniors with ranked applications and all high school seniors for award year 2015



Is the Idaho Opportunity Scholarship effective at changing behavior?

To understand if the Idaho Opportunity Scholarship is effective at changing behavior, we examine several questions. Are recipients of the Idaho Opportunity Scholarship more likely to go on to college in the fall immediately after graduation than similar non-recipients? The Opportunity Scholarship just covers fees at the two-year institutions and covers about half of tuition and fees at the four-year institutions in Idaho.⁹ Therefore, even students who receive the scholarship will still have to have other sources of funds in order to attend college. Are recipients more likely to stay in-state to go to college than similar non-recipients? Do recipients of the Opportunity Scholarship complete college at higher rate than similar non-recipients?

At this stage, we will do a simple comparison of go-on rates for different populations for the first two questions. First, we will compare the go-on rates for all recipients versus the rate for all high school seniors. This will obviously be higher and does not tell us if the Opportunity Scholarship actually changes behavior. For illumination on that point, we will compare the go-on rates for recipients who just barely qualified for the scholarship versus those who just barely did not qualify for the scholarship. Differences in behavior between these two groups is likely due to receipt of the Opportunity Scholarship. We will do this analysis as the necessary data becomes available. We will do similar analysis for the probability a student stays in state. This data is also not yet available.

⁹ Fees at the two-year institutions averaged just over \$3,000 in FY2016. Tuition and fees at the four-year institutions averaged approximately \$6,700 in FY2016. Lewis-Clark State College had the lowest tuition and fees at \$6,000.

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In the long run, we will examine completion rates of those who receive the Opportunity Scholarship versus those who do not. This data will not be available for several years. In the short run, we can examine retention rates of those who received the scholarship versus retention rates of other undergraduates with similar EFCs and GPAs. The data for this is also not yet available.

Does the Idaho Opportunity Scholarship have unintended effects?

While the Idaho Opportunity Scholarship may affect some behavior, there may also be unintended effects. A recent study found that recipients of Georgia's HOPE Scholarship were less likely to graduate with a STEM degree¹⁰ than they would have been without the scholarship. The study concluded that the decline came from students who started out in STEM majors but then switched to a non-STEM major before graduation in order to maintain their GPA so they would remain eligible for the scholarship. The same study also found some evidence of high school GPA inflation after the HOPE scholarship was instituted. In this section, we will examine if either of these effects are apparent in Idaho. The data for this analysis is still pending.

In this section, we will also examine whether or not students who receive the Opportunity Scholarship and then are not able to renew it graduate from college at the same rate as similar students. This data is also not yet available.

Conclusion

This analysis is the first step of an evaluation of the Idaho Opportunity Scholarship. It shows the amount of funding going towards renewals has increased dramatically from the 2014 to the 2015 award years. It posits that this will likely increase again for the 2016 award year.

This paper identifies that completion of the FAFSA is a barrier for students. However, this should become less of a barrier in the near future. It also shows that males and students from some Title I schools are under-represented in the ranked applicant pool. Once data on high school GPAs is received, it can be determined how much of this is due to GPA ineligibility and how much is due to as-yet-undetermined barriers faced by these groups.

In order to complete this evaluation, more data is needed. This evaluation will be updated as the necessary data becomes available.

¹⁰ Solquist, David L., and John V. Winters. "The effect of Georgia's HOPE scholarship on college major: a focus on STEM.", IZA Journal of Labor Economics (2015) 4:15.

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SUBJECT

60% Completion Goal

REFERENCE

August 2010	The State Board of Education approved that the State of Idaho's College Completion Goal be for 60% of young Idahoans (ages 25-34) to have a college degree or certificate by 2020.
October 2011	Discussion of current and future strategies to achieve the Board's goal.

BACKGROUND/DISCUSSION

On June 15, 2010, the Georgetown Center on Education and the Workforce released a report projecting that approximately 60% of the jobs in Idaho would require some sort of postsecondary degree or certificate by 2018. At the August 2010 Board meeting, the State Board of Education formally approved and adopted a completion goal in that 60% of young Idahoans (ages 25-34) would have a college degree or certificate of at least one academic year by 2020.

In October 2011, the State Board reviewed a model for projecting the number of degrees and certificates needed to meet the completion goal. The goal is a measure of the population which made the creation of an accurate model difficult. The model, as presented to the Board, included factors like migration that are outside of the Board's control. In 2015, Board staff have updated the completion goal model in order to provide to the State Board points of discussion and identify policy levers available to the Board in order to improve progress toward the goal.

ATTACHMENTS

Attachment 1- Completion Goal model	Page 3
Attachment 2- 60% Goal Progress	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

We track progress on the 60% goal using the Census Bureau's American Community Survey (ACS). The survey does not contact everyone in Idaho so it only provides an *estimate* of the measure. There is some degree of measurement error in these estimates and, therefore, year-to-year changes are not necessarily statistically significant changes. This was seen last year when the estimate decreased from 42 percent to 41 percent, but the decline was not statistically significant.

The ACS does not collect information on certificates. In 2013, Board staff issued its own survey to 10,000 Idahoans. Although the response rate was low, the information collected allowed us to assume that approximately six percent of the 25-34 age group has a certificate that would count toward the goal.

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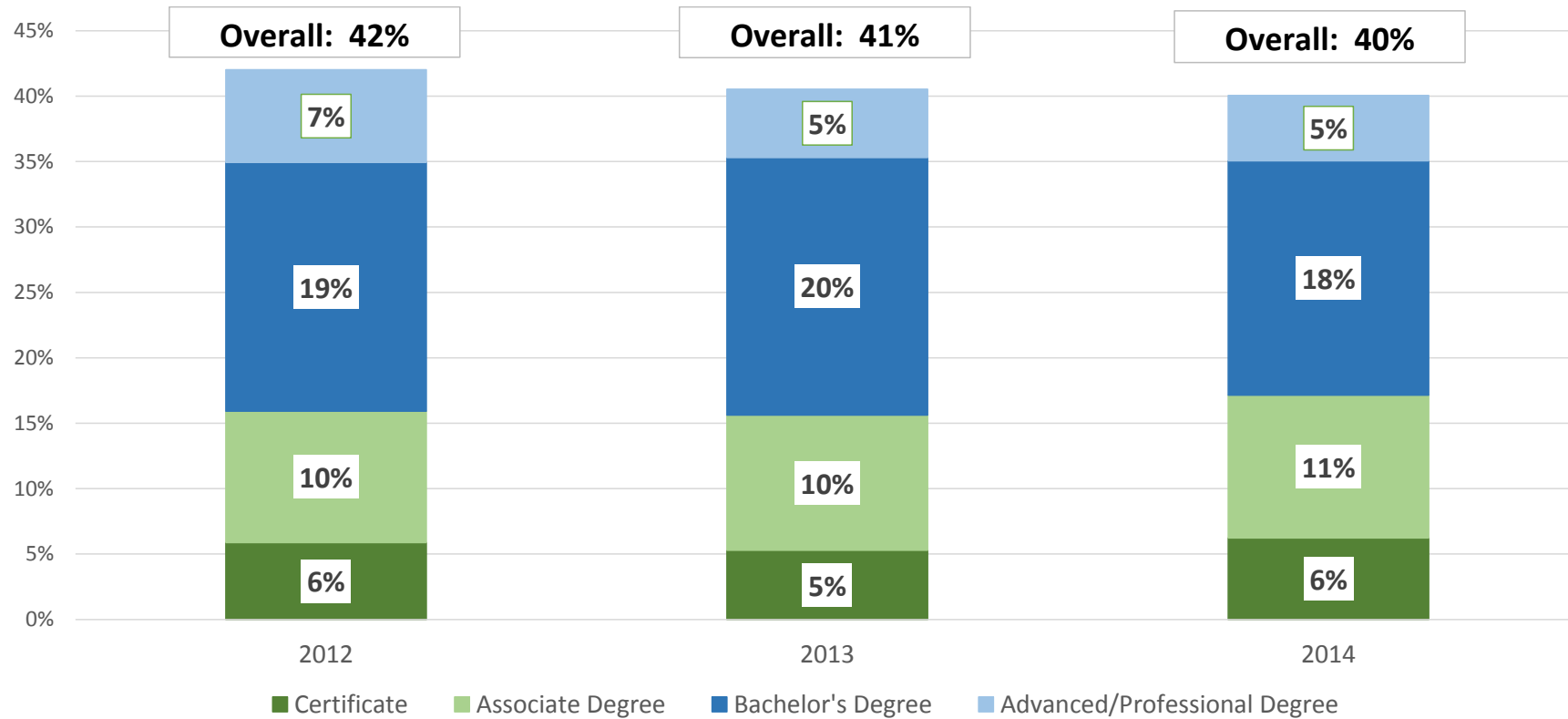
Since the goal is based on characteristics of Idaho's total population ages 25 to 34, there are many factors which play into achieving the goal. The biggest factor outside of the Board's control is migration, both in-migration and out-migration. This version of the model aims to provide the Board insight on how areas the Board can influence affects attainment of the 60% goal. Specifically, it models how the following affect the goal:

- Go-on rates by gender and ethnicity
- The share of students who attend a four-year versus a two-year school by ethnicity
- The share of students who go full-time versus part-time
- The degree to which non-traditional students go back to school
- Completion rates.

BOARD ACTION

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

60% Goal



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Go-On Factors	Baseline			Scenario 1		
One-year	50%			90%		
Two-year	56%			One Year + 10%		
Three-year	59%			Two Year + 0%		
Gaps between:						
Females and Males (Non-Hispanic)	14 percentage points			0 percentage points		
Females and Males (Hispanic)	9 percentage points			0 percentage points		
Non-Hispanics and Hispanics (females)	13 percentage points			0 percentage points		
Non-Hispanics and Hispanics (males)	9 percentage points			0 percentage points		
Effective Go-On Rates (used in calculations)	One Year	Two Year	Three Year	One Year	Two Year	Three Year
Non-Hispanic females	58%	64%	67%	90%	100%	100%
Non-Hispanic males	44%	50%	53%	90%	100%	100%
Hispanic females	45%	51%	54%	90%	100%	100%
Hispanic males	36%	42%	45%	90%	100%	100%
All students	50%	56%	59%	90%	100%	100%
Share who enroll in a four-year school (of those who go-on)	Baseline			Scenario 1		
Non-Hispanic females	72%			75%		
Non-Hispanic males	67%			70%		
Hispanic females	50%			50%		
Hispanic males	50%			50%		
Share who enroll full-time (of those who go-on)	Baseline			Scenario 1		
Two-year Institution	67%			70%		
Four-year Institution	88%			90%		
Non-traditional student go-on rate	Baseline			Scenario 1		
Share of non-traditional students who enroll in a four-year school	10%			5%		
Share of non-traditional students who enroll full-time	22%					
Two-year Institution	43%					
Four-year Institution	36%					
Full-Time Completion Rates	Baseline			Scenario 1		
Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	13%	38%	46%			
Two-Year School	12%	22%	27%			
Non-Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	10%	24%	31%			
Two-Year School	16%	22%	25%			
Part-Time Completion Rates	Baseline			Scenario 1		
Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	0%	9%	16%			
Two-Year School	5%	8%	9%			
Non-Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	0%	6%	9%			
Two-Year School	14%	17%	19%			
Year to first apply Go-On Factors	2016			2011		
Year to apply full-time rates	2016			2013		
Year to first apply non-traditional student go-on rate	2016			2013		
Year to apply Completion Rates	2016			2014		
Gap in credential attainment between those who migrate in and those who migrate out				Scenario 1		

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SUBJECT

Statewide Assessment Discussion

REFERENCE

February 2015	Board was updated on the rejection of the pending rule moving the high school proficiency graduation requirement to 11 th grade and exempting the class of 2017 and 2018 from have to be proficient.
May 2015	The Board received in-service on types of assessments and their uses.
August 2015	The Board approved a proposed rule exempting the students who took the ISAT as 10 th graders in 2015 and will graduate in 2017 from having to meet the proficiency graduation requirement and a proposed rule setting the proficiency levels for the ISAT in grades 3-11.
October 2015	The Board waived the administration of the ISAT in grade 9 and the 10 th grade proficiency graduation requirement for the 2015-2016 school year.
November 2015	The Board approved a pending rule exempting the students who took the ISAT as 10 th graders in 2015 and will graduate in 2017 from having to meet the proficiency graduation requirement and a pending rule setting the proficiency levels for the ISAT in grades 3-11.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.111 – 112 and 08.02.03.105.
Chapter 45, Title 33, School Accountability Report Cards

BACKGROUND/ DISCUSSION

As Idaho finalizes the transition to the new version of the Idaho Standards Achievement Tests (ISAT) for English Language Arts (ELA) and mathematics, there are a number of areas that have been identified for further discussion and consideration by the Board. As described in Administrative Code the ISAT is an assessment we use to determine if students are meeting our state content standards. Currently Idaho uses the ISAT developed by the Smarter Balanced Assessment Consortium (SBAC) and administered through American Institutes for Research (AIR) for ELA and math subject areas, the science version of the ISAT developed by Data Recognition Corporation (DRC) for science in grade 3 and 8. End of course assessments developed by the Department of Education are used for chemistry and biology at the high school level.

IDAPA 08.02.03.111, Assessment in the Public Schools, outlines the state's comprehensive assessment program (this includes all statewide assessments). IDAPA 08.02.03.112, outlines the state accountability system and was designed to meet the federal accountability requirements. The accountability requirements in IDAPA 08.02.03.112 were initially approved by the Board in 2003 and became

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effective in 2004. In addition to these accountability requirements, Chapter 43, Title 33, Idaho Code also contains requirements for school accountability reports card. These sections of code were enacted in 1990 and have not been amended since 1996.

The ISAT serves a dual purpose. The bulk of the use of the statewide assessment program is used for school and district accountability. In addition to this purpose, pursuant to IDAPA 08.02.03.105, there is also a requirement that high school students are proficient on the ISAT (ELA and math) in order to graduate. As a high school graduation requirement it is being used to assure that when students leave high school they have, at a minimum, met the ELA and math standards. Currently the level of proficiency is at the 10th grade level. The original purpose of setting the graduation proficiency requirement level at grade 10 was to give students who are not proficient the opportunity to take courses to address the areas in which they struggled and then allow them to retake the assessment in grade 11. If they are still not proficient in grade 11 they could then complete an alternate route established at the district level that uses multiple measures to show a student met the state's content standards in ELA and math.

An additional assessment that is included in the comprehensive assessment program is the requirement that students take a college entrance exam. This requirement was established as part of the high school reform initiative in 2006. College entrance exams were identified as one of the barriers for Idaho students going on to postsecondary education. While a small part of the barrier is cost, the larger issue was students who came from families that did not consider postsecondary education as an option, or students that did not realize they had the ability to succeed at the postsecondary level. By requiring every student to take a college entrance exam it reaches those students that would not consider voluntarily taking the assessment. It is important to note this requirement does not include a proficiency level. If the state were to consider establishing a proficiency level for a college entrance then additional work would need to be done to make sure there were adequate accommodations available as well as an alternative assessment similar to the ISAT-Alt that is in place for the ISAT.

The new ISAT provides a suite of tools that are available to the school districts that was not previously available with the ISAT that was administered by DRC. The ISAT that was developed and administered by DRC was a multiple choice test that encompassed ELA, math, and science (grades 3, 8, and 10). The new ISAT provides a number of tools including interim or block assessments, a digital library of supports for teachers, and the summative assessment that is the statewide assessment administered in the spring. With the new administration of the assessment, teachers may access their student level data through AIR's online portal. The individual levels of access granted to teachers is currently established at the school district level. Idaho as a state has the option through AIR of developing reporting tailored to the state's needs.

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Further, a group of Idaho educators (K-12 and postsecondary) convened in 2014 to start work on developing a framework that would demonstrate whether or not a student was on track to succeed in postsecondary education by the time they graduated. The framework looks at how a student scores on the high school ISAT and then lays out courses the student should take in order to be prepared to go on to college once they graduate. Dr. Roger Stewart, from Boise State University has been key in the development of this framework for Idaho and will provide the Board with a brief presentation detailing the development of the framework and how it can be used as a bridge between K-12 and higher education.

IMPACT

The discussion will provide direction to the staff on which administrative rule changes should be brought back to the Board for consideration in 2016.

ATTACHMENTS

Attachment 1 – Transition Framework	Page 7
Attachment 2 – ECS Exit Exam/EOC information	Page 9
Attachment 3 – Foundation for Excellence – Idaho Testing Times	Page 19
Attachment 4 – 2014-15 ISAT ELA, math, and Science Testing Times	Page 33
Attachment 5 – ISAT Survey Results	Page 35
Attachment 6 – AIR Online Reporting System	Page 41
Attachment 7 – Accountability and Autonomy Task Force Subcommittee Report	Page 47

STAFF COMMENTS AND RECOMMENDATIONS

In October a work group chaired by Board member Critchfield was convened to discuss complaints that had been shared regarding the availability of ISAT data to the districts and the amount of time the test took. The work group consisted of Idaho educators as well as legislators and the education stakeholders. This group will have a follow-up meeting on December 8th and Board member Critchfield will provide the Board with a full initial report on any outcomes. As a result of the meeting it was determined that while there have been complaints about the availability of the ISAT data for the teachers is limited, in actuality only a limited number of school districts have provided AIR with the information necessary to grant teachers access to their student's results. When the information was checked in October, only 32 school districts and charter schools had provided AIR the information necessary to grant the teachers access.

The areas the Board has grappled with in regards to the statewide assessment have been:

- Should proficiency on the ISAT be a graduation requirement;
- What year should the ISAT be administered in at the high school level;
- Should the ISAT only be administered once in high school; and
- How should it be used for accountability purposes?

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While currently in alignment with federal requirements, historically, it has been felt that there needed to be at least one single, standard assessment used at the state level for policy makers to consistently measure the performance of our public schools and use for making policy decisions. The original comprehensive assessment system in IDAPA 08.02.03.111 required the ISAT to be administered in grades 2 – 10, with additional testing available in grades 11 and 12 for students who were not proficient in high school. The assessment was also required to be administered twice a year, once in the fall and then again in the spring.

Should the Board choose to make changes in the either the graduation requirement or the ISAT administration requirements that are in administrative rule, the Board will need to keep in the mind the following timeline:

- Consideration of proposed rules no later than the August Board meeting (ideally they would be considered in April or June.)
- Consideration of pending rules not later than a special meeting in November (if the proposed rule is considered in April or June the pending rule could be considered at the October Board meeting).
- Approved pending rules would be forwarded to the legislature for consideration during the 2017 legislative session and become effective at the end of the session (Spring 2017, for the 2017-2018 school year).
- The Board may promulgate temporary rules (if they meet the statutory requirements) at any time. They become effective immediately with no public comment period but must go through the standard proposed process to become permanent.

In addition to the rulemaking timelines, any changes are also tied into the federal accountability requirements. There is a general belief at this point that the Elementary Secondary Education Act (ESEA) may be reauthorized by the end of the calendar year. If this happens all waivers will be null and void as of August 1, 2016 and states will go back to establishing their accountability systems similar to how they had in the past in compliance with the new requirements. Current information available indicates that if the ESEA is reauthorized, states will start being held accountable to the new requirements in the 2017-2018 school year:

- states would still be required to test students in grades 3 – 8 and once in high school;
- student participation rates would still need to be considered; and
- states would still be required to submit accountability plans (previously known as our state Accountability Workbook).

New plans would need to be place by the start of the 2017-2018 school year. Until the Every Student Succeeds Act is actually passed and signed into law, we may not know what the timelines are for submitting these new accountability plans to the US Department of Education in order for them to be in place by the 2017-2018 school year. Pending reauthorization, Idaho's current deadline for submitting our waiver request is April, 2016. Superintendent Ybarra will be providing the Board with an update on Idaho's waiver request under a separate agenda item.

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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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12/2/2015

A Seamless K-16 System: Utilizing the Idaho Core Standards, the New ISAT, and Other State Board Initiatives to Build a Bridge Between K-12 and Higher Education

Dr. Roger A. Stewart
College of Education
Boise State University
December 9, 2015

Background Information to the Bridge

Each Smarter Balanced Consortium member designates a person as the Higher Education Lead in their state. The Idaho State Board of Education Chief Academic Officer has been that person for Idaho.

I have worked since 2012 with the SBOE Chief Academic Officers helping them in their work related to Smarter Balanced.

Why would each SBAC member have a higher education lead?

Answer: The Idaho Core Standards have as their summative outcome college and career readiness for all students. The Smarter Balanced Assessment Consortium Assessments are fully aligned to the Idaho Core Standards and thus measure progress towards college and career readiness.

Thus, the member states of Smarter Balanced realized the importance of building a strong higher education presence in the development of the assessments and also saw a need for the higher education institutions to recognize the 11th grade SBAC assessment as a valid and reliable measure that could be used for initial course placement decisions during the freshman year of college.

Primary Assertion

Idaho needs a seamless K-16 system whereby students leaving one level of the system are fully prepared for the next.

What is needed to realize a seamless system?

- Content standards that bridge the K-12/post-secondary education divide.
- An assessment system that clearly, coherently, and consistently shows students, parents/caregivers, educators, and all other stakeholders the progress being made towards successful exit of the K-12 system.
- State-level policies that clearly articulate to all stakeholders the standards and assessments to be used, performance expectations for all levels of the system, and the accountability mechanisms that will be employed.

Relevant Higher Education Initiatives Unique to Idaho's Efforts to Create a Seamless K-16 System

Idaho General Education Reform Initiative—establishing common course outcomes for all college general core courses across all eight Idaho public higher education institutions.

Transforming College Remediation Initiative—reducing the number of students in non-credit bearing college remediation courses at all eight higher education institutions by developing better placement protocols and also providing support for students enrolled in credit bearing courses who would, under the old policies and procedures, have been placed in non-credit bearing courses.

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So what has been done to achieve the seamless system:

- Gen ed reform complete
- Remediation reform complete
- Idaho Core Standards implemented
- SBAC implemented **BUT** not at 11th grade
- 11th-12th Grade Transition Framework Drafted

Overview of 11th-12th Grade Transition Framework—you have a copy in your meeting materials

Developed by Idaho K-12 and higher education faculty, high school counselors, school administrators, and State Department of Education staff during spring and summer 2014.

Framework was predicated primarily on Idaho administering the 11th grade SBAC but it also incorporated other college readiness and college entrance examinations (e.g., SAT).

Purpose #1 of Framework: To clearly articulate to students, educators, parents/caregivers, and stakeholders whether a student is on track to be college ready by the end of 12th grade and what can be done to stay on track or to get on track.

Purpose #2 of Framework: Become a key structural member of the bridge between K-12 and higher education.

Seamless Transition Framework		
Performance Level	11 th Grade	12 th Grade
Level 1: Standard Exceeded	<p>Students have demonstrated exceptional understanding of the standards and have consistently achieved scores of 4 or higher on all SBAC tests.</p> <p>Students have demonstrated exceptional understanding of the standards and have consistently achieved scores of 4 or higher on all SBAC tests.</p>	<p>Students have demonstrated exceptional understanding of the standards and have consistently achieved scores of 4 or higher on all SBAC tests.</p> <p>Students have demonstrated exceptional understanding of the standards and have consistently achieved scores of 4 or higher on all SBAC tests.</p>
Level 2: Standard Exceeded	<p>Students have demonstrated a strong understanding of the standards and have consistently achieved scores of 3 or higher on all SBAC tests.</p> <p>Students have demonstrated a strong understanding of the standards and have consistently achieved scores of 3 or higher on all SBAC tests.</p>	<p>Students have demonstrated a strong understanding of the standards and have consistently achieved scores of 3 or higher on all SBAC tests.</p> <p>Students have demonstrated a strong understanding of the standards and have consistently achieved scores of 3 or higher on all SBAC tests.</p>
Level 3: Standard Met	<p>Students have demonstrated a solid understanding of the standards and have consistently achieved scores of 2 or higher on all SBAC tests.</p> <p>Students have demonstrated a solid understanding of the standards and have consistently achieved scores of 2 or higher on all SBAC tests.</p>	<p>Students have demonstrated a solid understanding of the standards and have consistently achieved scores of 2 or higher on all SBAC tests.</p> <p>Students have demonstrated a solid understanding of the standards and have consistently achieved scores of 2 or higher on all SBAC tests.</p>
Level 4: Standard Nearly Met	<p>Students have demonstrated a basic understanding of the standards and have consistently achieved scores of 1 or higher on all SBAC tests.</p> <p>Students have demonstrated a basic understanding of the standards and have consistently achieved scores of 1 or higher on all SBAC tests.</p>	<p>Students have demonstrated a basic understanding of the standards and have consistently achieved scores of 1 or higher on all SBAC tests.</p> <p>Students have demonstrated a basic understanding of the standards and have consistently achieved scores of 1 or higher on all SBAC tests.</p>
Level 5: Standard Not Met	<p>Students have demonstrated minimal understanding of the standards and have consistently achieved scores of 0 or lower on all SBAC tests.</p> <p>Students have demonstrated minimal understanding of the standards and have consistently achieved scores of 0 or lower on all SBAC tests.</p>	<p>Students have demonstrated minimal understanding of the standards and have consistently achieved scores of 0 or lower on all SBAC tests.</p> <p>Students have demonstrated minimal understanding of the standards and have consistently achieved scores of 0 or lower on all SBAC tests.</p>

Seamless Transition Framework		
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Response to information request

Prepared October 2015
Jennifer Dounay Zinth
jzinth@ecs.org

This response was prepared for Idaho State Board of Education

Your Question:

You asked about end-of-course assessments. Specifically, you were interested in subjects tested, whether EOC exams are an exit exam or graduation requirement, whether EOC exams are created at the state level or if each district develops its own EOC exam, and who sets the proficiency/passing score for EOC exams (i.e., state or district).

Our Response:

As of the 2015-2016 school year:

- Twenty-six states are administering one or more statewide end-of-course assessments. In these 26 states, all students enrolled in a specified course are required to sit for the related end-of-course assessment.
- One additional state, Alabama, has optional statewide end-of-course assessments in 2015-2016. Districts determine which, if any, end-of-course assessments will be administered to all students within a given course.
- One additional state, Connecticut, is exploring the development of end-of-course assessments.

Generally speaking:

- States do not encourage or require the development of district-level end-of-course assessments.
- States expect end-of-course assessments to be administered after a student has completed the related course. Exceptions exist.
 - A small number of states (specifics available upon request) develop end-of-course or other statewide assessments explicitly for students to demonstrate content mastery in lieu of seat time.
 - Florida is one state that explicitly allows districts to report a 1/6 FTE for a student enrolled as a full-time student who passes a statewide, standardized end-of-course assessment without having taken the corresponding course.¹

Number of end-of-course assessments:

- States vary considerably in the number of end-of-course assessments available, from a low of one in New Jersey (biology) to a high of 63 in New Mexico (these 63 include end-of-course assessments for middle and elementary grades students).

Exit exams:

- Thirteen states require students in any grades 9-12 in 2015-2016 to pass one or more end-of-course exams. These states include:
 - States that use end-of-course exams in some subjects and other types of assessments (Smarter Balanced or state-developed, for example) in other subjects.
 - Pennsylvania and Nevada, which will use end-of-course exams as exit exams for the first time with the graduating Classes of 2017 and 2019, respectively.
- One additional state, Ohio, uses statewide end-of-course exams as one of three options for students to fulfill graduation requirements in addition to Carnegie unit requirements.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

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- While Connecticut (not one of these 13 states) has a statutory requirement for end-of-course exams to be used as exit exams effective with the Class of 2021, 2015 legislation also calls for the convening of a task force to review graduation requirements, including the end-of-course requirement.
- Mississippi is phasing out the requirement that students pass four end-of-course exams.

Use in determining students' final course grades:

- Seven states currently require a percentage of end-of-course exam scores to be factored into students' final course grades. An eighth state, Mississippi, will join these states effective with the 2016-2017 school year.
- Louisiana is the only state that uses end-of-course exams as an exit exam and requires that a percentage of an end-of-course exam score be factored into a student's final course grade.
- The percentage of the final course grade the end-of-course exam score comprises varies from 20% in Georgia, South Carolina and Tennessee, at least 20% in North Carolina, a recommended 20% in Kentucky, 25% (eff. 2016-2017) in Mississippi, and 30% in Florida. Louisiana calls for districts to determine a percentage, ranging from 15-30%.

Who develops?

- Eleven states indicated that vendors develop their end-of-course assessments. This includes two states, Florida and Mississippi, that indicated different vendors are used to develop different subject-area end-of-course assessments.
- Nine states indicated that end-of-course assessments are developed through a collaborative process between vendors and either the state education agency and/or educators in the state.
- At least one state – New Mexico – develops its end-of-course assessments by a collaboration educators within the state and the state education agency.
- One state – North Carolina – contracts with a state university for the development of its end-of-course assessments.
- In four states, the source of end-of-course assessments is unclear as of this writing.

Who sets proficiency/passing score?

- Generally speaking, the state Board of Education approves proficiency/passing scores on end-of-course assessments. Some states clarified that the Board of Education acted from a Department of Education recommendation in approving these cut scores.
- Exceptions to this general rule include:
 - New Mexico: Cut scores are approved by groups of New Mexico educators led by the Public Education Department, and approved by the Director of Assessment and Accountability and Secretary of Education
 - Oklahoma: Cut scores are approved by the state's Education Quality and Accountability Board, an entity within the governor's office, based on recommendations from expert panels
 - Texas: Statute places authority for approving cut scores with the Commissioner of Education.

This list of states with end-of-course assessments does not include:

- *End-of-course assessments being administered through the PARCC consortium.*
- *End-of-course assessments administered after students complete a developmental course or intervention.*
- *End-of-course assessments developed exclusively to allow students to opt out of Carnegie unit requirements.*

The table below provides further details about states' mandatory (all students enrolled in course must take assessment) end-of-course assessment programs for the 2015-16 school year, as well as states implementing end-of-course exams at a later date.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

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Asterisk denotes course student must complete for high school graduation.

State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/passing score?
AZ	<ul style="list-style-type: none"> English 9 * English 10 * English 11 * Algebra I * Geometry* Algebra II* <p>Student may take personal curriculum option outlined in A.A.C. R7-2-302.03 and not take Algebra II.</p>	No	May be but not required ¹	Vendor (American Institutes of Research) (AIR)	State Board of Education
CT (still under devt.)	<p><i>To be implemented for Class of 2021. Exams must be developed or approved by July 1, 2016.</i></p> <ul style="list-style-type: none"> Grade 10 English* Algebra I* Geometry* Biology* American History* 	While statute calls for end-of-course to be exit exams as of 2021, a high school task force is being convened to consider the issue.	No	TBD	TBD
DE	<p>*Either:</p> <ul style="list-style-type: none"> Algebra II or Integrated Mathematics II <p>and</p> <ul style="list-style-type: none"> U.S. History* 	No	No; however, districts and charters may adopt this policy	AIR	Pending state response
FL	<ul style="list-style-type: none"> Algebra I* Geometry* Algebra II Biology 1* U.S. History* Civics* 	Yes, for Algebra I ²	Varying requirements for graduating classes between Class of 2016 and beyond	Vendors (Pearson for Biology 1, U.S. History, Civics; AIR for Algebra 1, Geometry and Algebra II)	State Board of Education ³
GA	<ul style="list-style-type: none"> Ninth Grade Literature and Composition* American Literature and Composition* <p>*Either</p> <ul style="list-style-type: none"> Algebra I Coordinate Algebra <p>*and either</p> <ul style="list-style-type: none"> Geometry 	No	20% of final course grade	Collaboration between Vendor (Data Recognition Corporation) and Georgia Department of Education	State Board of Education ⁵

¹ State Board of Education has not set parameters for including scores in course grades as of October 2015.

² Students are required to pass the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma, but must not pass the EOC assessment to earn course credit. (9)(c)(2)

³ State Board of Education approves the Commissioner of Education's recommendation stemming from a standard-setting process that involves Florida educators and other stakeholders.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/passing score?
	<ul style="list-style-type: none"> Analytic Geometry Biology* Physical Science⁴ United States History* Economics/Business/Free Enterprise 				
HI	<ul style="list-style-type: none"> Algebra I Algebra II Biology 1* U.S. History 	No	No	Collaboration between Hawaii Department of Education and AIR	Board of Education approves, based on Department of Education recommendation
IN	<ul style="list-style-type: none"> English 10* Algebra I* Biology I* 	Yes, for English 10 and Algebra I, through Class of 2018 ⁶	No	Collaboration between vendor (Questar) and Indiana educators ⁷	Pending state response
KY	<ul style="list-style-type: none"> English II* Algebra II* Biology U.S. History 	No	KDE has recommended (but not required) scores to comprise 20% of final course grade ⁸	Vendor (ACT)	Pending state response
LA	<ul style="list-style-type: none"> English II* English III*⁹ Algebra I¹⁰ Geometry¹¹ Biology* U.S. History*¹² 	Yes. Student must score Fair or above on: <ul style="list-style-type: none"> English II or III Algebra I or Geometry Biology or U.S. History 	Yes. Percentage must be 15-30% of final course grade, to be determined by LEA.	Vendor (Pacific Metrics)	Board of Education approves, based on Department of Education recommendation
MD	<ul style="list-style-type: none"> Biology* Government* 	Yes	No	Developed by vendor (ETS) with help from Maryland curriculum development team	State Board of Education
MA	Take one of the following: <ul style="list-style-type: none"> Biology Chemistry 	Pass one of the following: <ul style="list-style-type: none"> Biology 	Pending state response	Pending state response	Pending state response

⁵ State Board of Education approves the Superintendent's recommendation stemming from a standard-setting process that involves Georgia educators

⁴ Student must complete physical science or physics

⁶ Effective with the Class of 2019, the ISTEP + Grade 10 Assessment will become the graduation examination.

⁷ Questar develops and scores assessment items. Indiana educators are involved in the process, reviewing items to ensure alignment to the state-adopted standards, and assisting in the cut score setting process.

⁸ Districts are asked to report to Kentucky Department of Education on inclusion of end-of-course results in final course grades. Each district including end-of-course test results at less than 20% are required to report the percentage used and justification for that decision.

⁹ Eff. Class of 2018, students complete either English III or any of specified AP or IB ELA courses.

¹⁰ Students completing Core 4 must complete Algebra I, Applied Algebra I, or Algebra I-Pt. 2. Students completing Basic Core must complete Algebra I, Applied Algebra I, or Algebra I-Pt. 1 and 2. Eff. Class of 2018, Basic Core and Core 4 are replaced by TOPS university diploma, under which students must complete Algebra I

¹¹ Students completing Basic Core or Core 4 curriculum must complete Geometry or Applied Geometry. Eff. Class of 2018, Basic Core and Core 4 are replaced by TOPS university diploma, under which students must complete geometry.

¹² Eff. Class of 2018, students completing TOPS university diploma must complete U.S. History, AP U.S. History or IB History of the Americas I.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/passing score?
	<ul style="list-style-type: none"> Introductory Physics Technology/Engineering 	<ul style="list-style-type: none"> Chemistry Introductory Physics Technology/Engineering 			
MS	<ul style="list-style-type: none"> English II* Algebra I* Biology I* U.S. History from 1877* 	Yes, for Class of 2016 ¹³	Eff. 2016-2017, 25% of final course grade	Vendor (Questar for English II and Algebra I, Pearson for Biology I and U.S. History)	State Board of Education, based on recommendation from Mississippi Department of Education's Office of Student Assessment
MO	<ul style="list-style-type: none"> English I English II Algebra I Geometry Algebra II Biology Physical Science Government American History 	No	No; however, districts and charters may adopt this policy	Vendor (Questar)	State Board of Elementary and Secondary Education
NV	<ul style="list-style-type: none"> English language arts with a focus on reading comprehension English language arts with a focus on writing Math I Emphasis on Algebra I Math II Emphasis on Geometry Integrated Mathematics I Integrated Mathematics II 	Yes, eff. Class of 2019. Students must pass four EOCs. Two math EOCs and: <ul style="list-style-type: none"> English Language Arts I or II Science Classes of 2017 and 2018 must take but need not pass EOCs.	Pending state response	Vendor (Pending state response)	Pending state response
NJ	<ul style="list-style-type: none"> Biology 	No	No	Vendor (Measurement Incorporated), with New Jersey Department of Education oversight	State Board of Education
NM	63 EOCs across numerous content areas and grade levels	No ¹⁴	No. While factoring of final exams into course grades is	State-developed. Educators from across New Mexico	Groups of NM educators led by PED, and

¹³ In lieu of passing all four end-of-course assessments, students in the Class of 2016 may use their course grade as well as end-of-course (SATP) score to apply to graduate. In addition, students in 2015-2016 may combine end-of-course exam scores to meet graduation requirements instead of passing each end-of-course exam. Eff. 2016-2017, percent of exam score will be factored into student final course grades, but students will not be required to earn passing scores.

¹⁴ However, state requires students to demonstrate competency in reading, writing, math, science and social studies. Students who fail to demonstrate competency on their primary assessment may use a passing score on end-of-course assessments designated "ADC" (alternate demonstration of competency) [here](#) to fulfill exit exam requirement.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/passing score?
			mandated in statute, use of state EOCs as final exams is optional.	develop blueprints and items; the Public Education Department (PED) compiles items into assessments.	approved by Director of Assessment and Accountability and Secretary of Education
NY	Regents exams in numerous subjects in English language arts, math, science, social studies and foreign languages.	Students must pass a Regents exam in: <ul style="list-style-type: none"> English Language Arts Math Science Social Studies Pathway¹⁵ 	No	Pending state response	Pending state response
NC	<ul style="list-style-type: none"> English II Math I Biology 	No	At least 20% of final course grade ¹⁶	University Partner (North Carolina State University, not-for-profit)	North Carolina State Board of Education ¹⁷
OH	To be implemented for Class of 2018: <ul style="list-style-type: none"> English I English II Or <ul style="list-style-type: none"> Algebra I Geometry Or <ul style="list-style-type: none"> Integrated Math I Integrated Math II Or <ul style="list-style-type: none"> Physical Science Biology American History* American Government* 	No ¹⁸	No	Vendor (AIR)	Ohio State Board of Education
OK	<ul style="list-style-type: none"> English II* English III Algebra I* 	Students must earn proficient score on English II and Algebra I	No	Vendor (Measured Progress)	OK Education Quality and Accountability

¹⁵ “Pathway” is an additional Regents exam in English, math, science or social studies (or Department Approved Alternative), or a Department-approved Arts or Language Other Than English assessment, or Department-approved CTE assessment following completion of an approved CTE program.

¹⁶ Public schools must adopt policies on the use of EOC assessment results in assigning final grades. Students pursuing Occupational Course of Study are exempt from the minimum 20% requirement.

¹⁷ An external contractor was selected through a competitive bidding process to conduct standard setting. The NC State Board of Education adopted the current achievement levels and achievement level descriptors in March 2014

¹⁸ Students must meet one of three requirements in addition to Carnegie unit requirements: (1) Earn a cumulative passing score of 18 points using seven end-of-course exams. Students must earn a minimum of four points each in English and math, and cumulative six points in science and social studies. Students in AP or IB courses in biology, American history or American government may substitute exam scores; students may also substitute grades in dual enrollment courses in these subjects for end-of-course state exams. (2) Industry credential. (3) Earning a “remediation free” scores in English and math on a nationally-recognized college entrance exam.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/passing score?
	<ul style="list-style-type: none"> Geometry Algebra II Biology I U.S. History* 	EOCs and two of the remaining five EOIs. ¹⁹			Board, an entity within the governor's office, based on recommendations from expert panels
PA	<ul style="list-style-type: none"> Literature Algebra I Biology <p>Keystone Exams in the following subjects are authorized for development subject to funding appropriated by the General Assembly:</p> <ul style="list-style-type: none"> English Composition Civics and Government 	Yes, eff. Class of 2017	No	Vendor (Data Recognition Corporation)	State Board of Education
SC	<ul style="list-style-type: none"> English 1* Algebra I/Mathematics for the Technologies 2* Biology 1/Applied Biology 2* U.S. History and the Constitution* 	No ²⁰	20% of final course grade	Collaboration between South Carolina Department of Education and vendor (Data Recognition Corporation)	Cut scores and performance-level descriptors are recommended by a standard setting committee. Unclear who approves recommendation ²¹
TN	<ul style="list-style-type: none"> English I English II English III Algebra I* Algebra II* Biology I* Chemistry U.S. History* 	No	20% of final course grade	Pending state response	Pending state response
TX	<ul style="list-style-type: none"> English I English II Algebra I Biology U.S. History 	Yes	No	Collaboration of Texas Education Agency and ETS ²²	Commissioner of Education

¹⁹ Exemptions from the Algebra II, English III, Geometry or United States History EOIs are extended to students who (1) score 10% above State Board of Education-approved cut scores on ACT, SAT, PSAT or (2) achieve State Board-approved cut scores on AP, WorkKeys, CLEP or IB exams.

²⁰ All students must pass a high school science course for which there is an end-of-course assessment. Currently that course is Biology 1/Applied Biology 2. However, students are not required to pass the end-of-course assessment in Biology 1/Applied Biology 2, just the course.

²¹ Standard setting committee comprised of a diverse group of teachers and other education professionals from across the state.

²² TEA and ETS jointly develop assessment items, ETS scores assessments

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/passing score?
	Districts may elect to administer: <ul style="list-style-type: none"> English III Algebra II 				
UT	<ul style="list-style-type: none"> Language Arts 9* Language Arts 10* Language Arts 11* Secondary Mathematics I* Secondary Mathematics II* Secondary Mathematics III* Earth Science Biology Chemistry Physics²³ 	No	No	Collaboration of Utah State Office of Education and AIR ²⁴	Utah State Board of Education
VA	<ul style="list-style-type: none"> Reading Writing Algebra I Geometry Algebra II Earth Science Biology Chemistry World History & Geography to 1500 World History & Geography 1500 – Present World Geography Virginia & U.S. History 	Yes. While students are not required to pass a specific EOC to graduate, students must pass at least: <ul style="list-style-type: none"> 2 English EOCs 1 Math 1 Lab Science 1 History and Social Studies 1 Student Selected Test 	No; however, districts and charters may adopt this policy	Collaboration of vendor (Pearson) and Virginia educators ²⁵	Virginia Board of Education ²⁶
WA	<ul style="list-style-type: none"> Algebra 1/Integrated Math 1* Geometry/Integrated Math 2* Biology* 	<p>Class of 2016:</p> <p>Math: Students choose one of 4 assessments, including Algebra 1/Integrated Math 1 or Geometry/Integrated Math 2²⁷</p> <p>Classes of 2017-18:</p> <ul style="list-style-type: none"> Same math options as Class of 	Pending state response	Pending state response	Pending state response

²³ Students must complete 2 units science chosen from Earth Science, Biology, Chemistry, Physics or Computer Science

²⁴ Utah teachers and AIR each create some items. AIR-created items are reviewed by Utah teachers. With the exception of writing assessments, AIR scores assessments in real time as students take computer-adaptive tests.

²⁵ Pearson responsible for creating items. Virginia educators review all items. Items go before committees that also review before assessments go live.

²⁶ The Virginia Board of Education establishes the cut score required for students to earn a pass/proficient, pass/advance, or failing score. The pass/proficient score for all SOL tests is 400-499 and pass/advanced is 500-600, on a scale of 0-600.

²⁷ Other options for students to meet math requirement are Smarter Balanced Math test and WA-AIM, for students with significant cognitive challenges.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
		2016 • Biology ²⁸ Class of 2019: • Math: EOC no longer offered ²⁹ • Biology ³⁰			

¹ West's F.S.A. § 1011.61(1)(C)(b)VIII

²⁸ Biology EOC or WA-AIM for students with significant cognitive challenges

²⁹ Students pass Smarter Balanced math test or WA-AIM for students with significant cognitive challenges

³⁰ Biology EOC or WA-AIM for students with significant cognitive challenges

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IDAHO GRADE BY GRADE STATEWIDE STANDARDIZED ASSESSMENT CHART

This Idaho Grade by Grade Assessment Chart is based on Idaho's Assessment Calendar for the 2014-2015 school year. This analysis was conducted in May/June 2015, is based on publicly available assessment information, and has been verified by state Department of Education personnel, who conducted their own testing time analysis. It reflects detailed information about state required assessments by grade to provide an accurate picture of the amount of time each student spends taking statewide standardized assessments in the state of Idaho.

First, a snapshot of testing times for students at each grade level is provided below. The times shown below reflect hours. **Overall, 1% or less of the school year is spent on K-12 statewide standardized assessment for all students.** This calculation is based on the Idaho state law requirement for minimum instructional hours per school year [different minimum hours are required for K (450 hours), grades 1-3 (810 hours), 4 – 8 (900 hours), and 9 – 12 (990 hours.)) A comprehensive look at all of the state required assessments follows the summary data, including which students are required to take each assessment, when and how many times the assessment is administered throughout the school year, the amount of time required to conduct such assessments, the purpose(s) for which the assessment is used, and whether/how assessment results are made publicly available.

SNAPSHOT OF TESTING TIMES FOR STUDENTS AT EACH GRADE LEVEL

ID: Test administration time per grade IN HOURS	For All Students	For Students with Significant Cognitive Delays	For English Language Learners	For Select Students (e.g., NAEP, Reading difficulties)
Kindergarten	.5 hours	.1 hours	1 – 1.7 hours	0
First	.5 hours	.1 hours	4.75 – 5.3 hours	0
Second	.5 hours	.1 hours	4.75 – 5.3 hours	0
Third	6.13 hours	Portfolio	3.7 – 4.25 hours	0
Fourth	6 hours	Portfolio	3.7 – 4.25 hours	1.5 hours
Fifth	8 hours	Portfolio	3.7 – 4.25 hours	0
Sixth	6.1 hours	Portfolio	4.0 – 4.6 hours	0
Seventh	6.6 hours	Portfolio	4.0 – 4.6 hours	0
Eighth	5.5hours	Portfolio	4.0 – 4.6 hours	1.5 hours
Ninth	0	Portfolio	4.0 – 4.7hours	0 hours
Tenth	5.5 hours	Portfolio	4.0 – 4.7 hours	.75 hours
Eleventh	0	Portfolio	4.0 – 4.7 hours	.85hours
Twelfth	0	0	4.0 – 4.7hours	.85 – 2.35 hours

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Kindergarten (K)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 min. x 3 = 30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
IRI Alternative Assessment Student Based Assessment Measure (SAM)	Students with significant cognitive disabilities	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minutes	Indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
*Idaho English Language Placement Test	Students identified as English Language Learners on the Home Language Survey	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly
*Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	65 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							.5 hours
Additional State Required Testing Time (For select students)							0 hours
Additional State Required Testing Time (For English Language Learners)							*1 - 1.7 hours
State Required Testing Time (For students with significant cognitive disabilities)							10 minutes

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

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First Grade (1)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 min. x 3 =30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
IRI Alternative Assessment Student Based Assessment Measure (SAM)	Students with significant cognitive disabilities	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
*Idaho English Language Placement Test	Students identified as English Language Learners.	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)		Yes	Feb - March	1	285 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)						.5 hours	
Additional State Testing Time (For select students)						0 hours	
Additional State Required Testing Time (For English Language Learners)						* 4.75 - 5.3 hours	
State Required Testing Time (For students with significant cognitive delays)						10 minutes	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

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Second Grade (2)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 min. x 3 =30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
IRI Alternative Assessment Student Based Assessment Measure (SAM)	Students with significant cognitive disabilities	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners Stud	Yes	Feb - March	1	285 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							.5 hours
Additional State Required Testing Time (For select students)							0 hours
Additional State Required Testing Time (For English Language Learners)							*4.75 - 5.3 hours
State Required Testing Time (For students with significant cognitive disabilities)							10 minutes

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

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Third Grade (3)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minx3 = 30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**368 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	220 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)						**6.1 hours	
Additional State Required Testing Time (For select students)						0 hours	
Additional State Required Testing Time (For English Language Learners)						*3.7 - 4.25 hours	
State Required Testing Time (For students with significant cognitive disabilities)						Portfolio Assessment	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

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Fourth Grade (4)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**362 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	220 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly
National Assessment of Educational Progress (NAEP)	Selected students in selected schools	Yes	Jan - March	1 (Biennially)	90 minutes	Provides a common measure of achievement that allows for comparisons of achievement to the nation and among states and participating urban districts.	All of the information and results for NAEP testing in Idaho are released on an interactive website
State Required Total Testing Time (For all students)						** 6 hours	
Additional State Required Testing Time (For select students)						1.5 hours	
Additional State Required Testing Time (For English Language Learners)						*3.7 - 4.25 hours	
State Required Testing Time (For students with significant cognitive disabilities)						Portfolio Assessment	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

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Fifth Grade (5)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**389 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
Idaho Standards Achievement Test - Science (ISAT-Science)	All	Yes	Spring	1	**87 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	220 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)						**7.9 hours	
Additional State Required Testing Time (For select students)						0 hours	
Additional State Required Testing Time (For English Language Learners)						*3.7 - 4.25 hours	
State Required Testing Time (For students with significant cognitive disabilities)						Portfolio Assessment	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

**WORK SESSION
DECEMBER 9, 2015**

Sixth Grade (6)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**367 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	240 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)						** 6.1 hours	
Additional State Required Testing Time (For select students)						0 hours	
Additional State Required Testing Time (For English Language Learners)						*4.0 - 4.6 hours	
State Required Testing Time (For students with significant cognitive disabilities)						Portfolio Assessment	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

**WORK SESSION
DECEMBER 9, 2015**

Seventh Grade (7)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**320 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
Idaho Standards Achievement Test - Science (ISAT-Science)	All	Yes	Spring	1	**77 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	240 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							** 6.6 hours
Additional State Required Testing Time (For select students)							0 hours
Additional State Required Testing Time (For English Language Learners)							*4.0 - 4.6 hours
State Required Testing Time (For students with significant cognitive disabilities)							Portfolio Assessment

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

**WORK SESSION
DECEMBER 9, 2015**

Eighth Grade (8)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**331 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	240 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
National Assessment of Educational Progress (NAEP)	Selected students in selected schools	Yes	Jan - March	1 (Biennially)	90 minutes	Provides a common measure of achievement that allows for comparisons of achievement to the nation and among states and participating urban districts.	All of the information and results for NAEP testing in Idaho are released on an interactive website
State Required Total Testing Time (For all students)						** 5.5 hours	
Additional State Required Testing Time (For select students)						1.5 hours	
Additional State Required Testing Time (For English Language Learners)						* 4.0 - 4.6 hours	
State Required Testing Time (For students with significant cognitive disabilities)						Portfolio Assessment	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

**WORK SESSION
DECEMBER 9, 2015**

Ninth Grade (9)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
ISAT - Alt	Students with significant cognitive delay	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							0 hours
Additional State Required Testing Time (For select students)							0 hours
Additional State Required Testing Time (For English Language Learners)							*4.0 - 4.7 hours
State Required Testing Time (For students with cognitive disabilities)							Portfolio Assessment

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

**WORK SESSION
DECEMBER 9, 2015**

Tenth Grade (10)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**305 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
***Idaho Standards Achievement Test - Science (ISAT-Science)	Students enrolled in high school science course (select students)	Yes	Spring	1	**44 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time						**5 hours	
Additional State Required Testing Time (For select students)						** .75 hours	
Additional State Required Testing Time (For English Language Learners)						*4.0 - 4.7 hours	
State Required Testing Time (For students with cognitive disabilities)						Portfolio assessment	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT and ISAT Science are actual minutes based on Idaho's own time study

***Test once in any of the specified grades after student has completed course. It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12.

**WORK SESSION
DECEMBER 9, 2015**

Eleventh Grade (11)

Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
***Idaho Standards Achievement Test - Science (ISAT-Science)	Students enrolled in high school science course (select students)	Yes	Spring	1	**51 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.

State Required Total Testing Time (For all students)

0 hours

Additional State Required Testing Time (For select students)

****0.85 hours**

Additional State Required Testing Time (For English Language Learners)

***4.0 - 4.7 hours**

State Required Testing Time (For students with significant cognitive disabilities)

Portfolio Assessment

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT and ISAT Science are actual minutes based on Idaho's own time study

***Test once in any of the specified grades after student has completed course. It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12

**WORK SESSION
DECEMBER 9, 2015**

Twelfth Grade (12)							
Test	Type of Student	State Requirement	When?	# of Times Administered per year	Rough Estimates of Testing Times	Assessment Utility	Sharing of Results
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
National Assessment of Educational Progress (NAEP)	Selected students in selected schools	Yes	Jan - March	1 (Biennially)	90 minutes	Provides a common measure of achievement that allows for comparisons of achievement to the nation and among states and participating urban districts.	All of the information and results for NAEP testing in Idaho are released on an interactive website
***Idaho Standards Achievement Test - Science (ISAT-Science)	Students enrolled in high school science course (select students)	Yes	Spring	1	**51minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
State Required Total Testing Time (For all students)						0 hours	
Additional State Required Testing Time (For select students)						***.085 - 2.35 hours	
Additional State Required Testing Time (For English Language Learners)						* 4.0 - 4.7 hours	
State Required Testing Time (For students with significant cognitive disabilities)						0 hours	

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT and ISAT Science are actual minutes based on Idaho's own time study

***Test once in any of the specified grades after student has completed course. It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12

2014-2015 ISAT ELA, Math, and Science - Idaho Testing Times
Final Average Idaho Testing Times 645,431 testing instances

Grade	ELA CAT	ELA PT (Average of all PT Tests)	In Class Activity	ACTUAL TOTAL	ESTIMATED TIMES (minutes)	MATH CAT	MATH PT (Average of all PT Tests)	In Class Activity	ACTUAL TOTAL	ESTIMATED TIMES (minutes)	ACTUAL TOTAL	ESTIMATED ISAT SCIENCE/EOC	TOTAL ESTIMATED TIMES FOR ALL TESTING (minutes)	ACTUAL TOTAL FOR ALL TESTS (minutes)
3	100	97	30	227	240	70	41	30	141	180	N/A	N/A	420	368
4	100	96	30	226	240	70	36	30	136	180	N/A	N/A	420	362
5	98	99	30	227	240	77	55	30	162	180	87	90	510	476
6	102	88	30	220	240	75	42	30	147	210	N/A	N/A	450	367
7	86	76	30	192	240	74	24	30	128	210	77	90	540	397
8	88	75	30	193	240	76	32	30	138	210	N/A	N/A	450	331
9	82	65	30	177	270	60	30	30	120	240	N/A	N/A	510	297
10	84	74	30	188	270	61	26	30	117	240	44	*90	600	349
11	83	60	30	143	270	70	27	30	127	240	51	*90	600	321
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51	*90	90	51

* = Test once in any of the specified grades after student has completed course.
It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12.


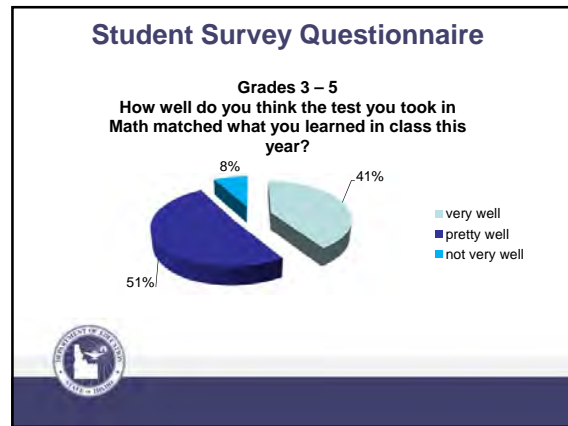
Testing is optional in specified grade

Note: ELA PT and Math PT have 3-5 different tests. A student would take one of these PTs.
The average above time is a combined average of the PTs for that grade and subject.

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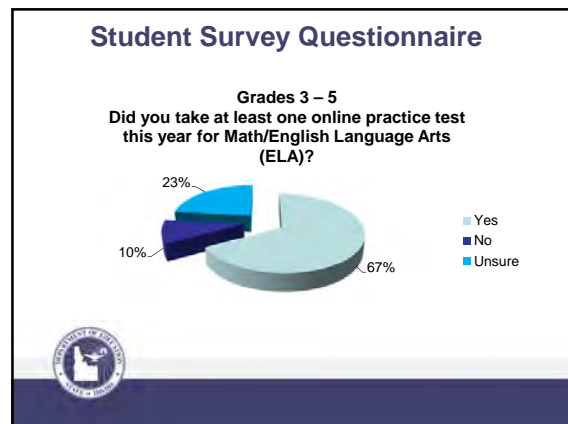
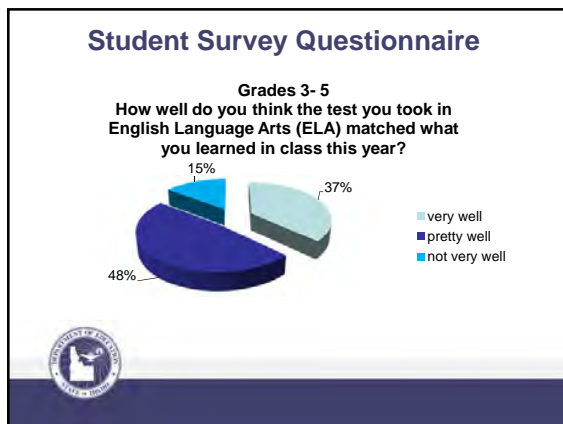
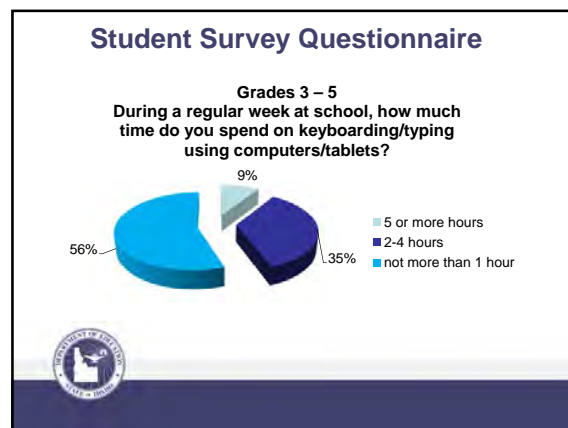
**ISAT ELA/Literacy and
Mathematics
(by Smarter Balanced)
1st Operational Year
Survey Results**

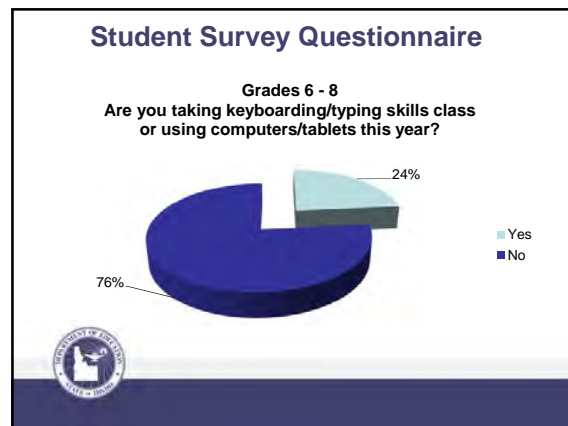
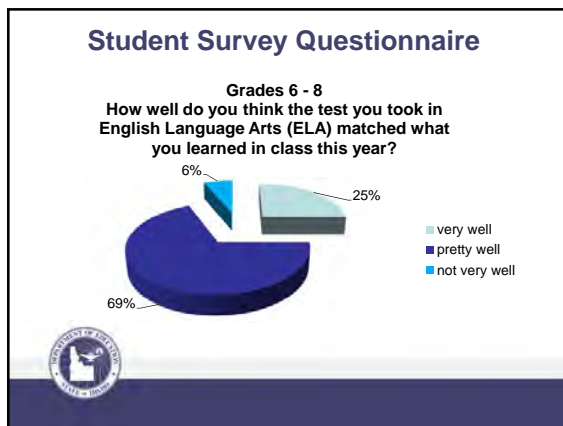
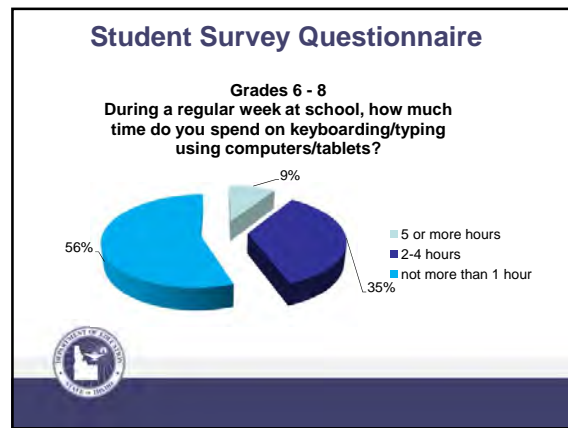
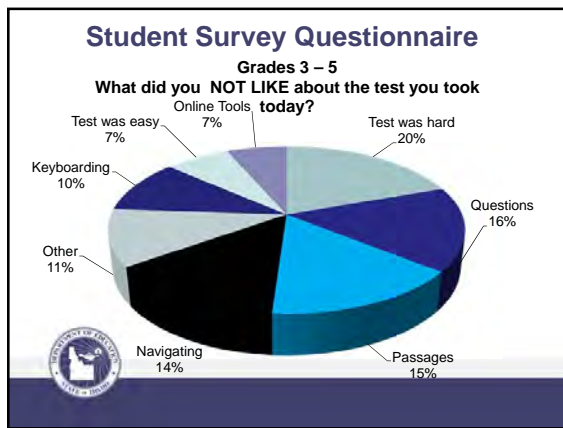
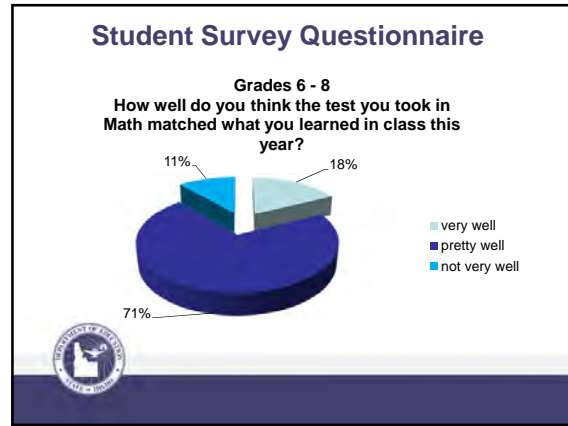
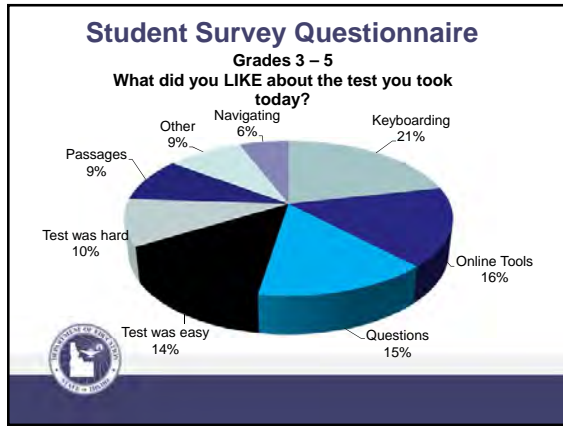
Division of Assessment and Accountability

**Student Survey
Participation Summary**

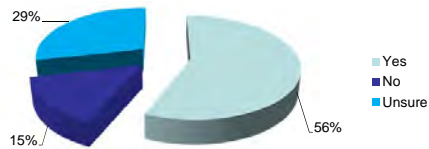
Grade Level	# Tested
3	2,362
4	2,549
5	2,341
6	1,647
7	580
8	834
9	475
10	695
11	78
TOTAL	11,561



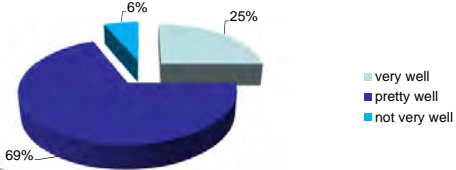
Student Survey Questionnaire

Grades 6 - 8
Did you take at least one online practice test this year for Math/English Language Arts?



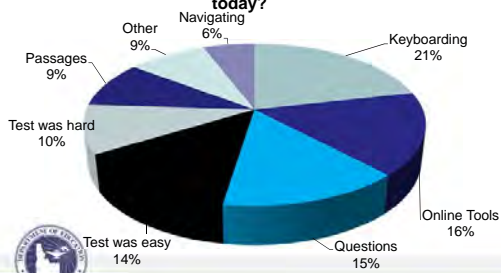
Student Survey Questionnaire

Grades 9- 11
How well do you think the test you took in English Language Arts (ELA) matched what you learned in class this year?



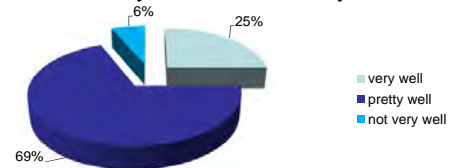
Student Survey Questionnaire

Grades 6 - 8
What did you LIKE about the test you took today?



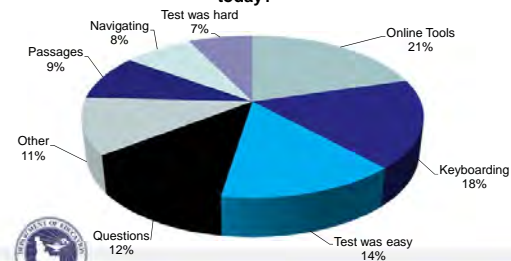
Student Survey Questionnaire

Grades 9 - 11
How well do you think the test you took in Math matched what you learned in class this year?



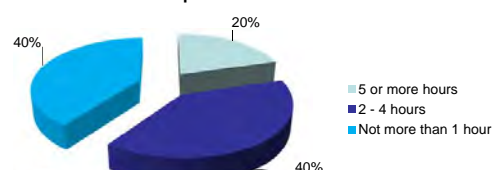
Student Survey Questionnaire

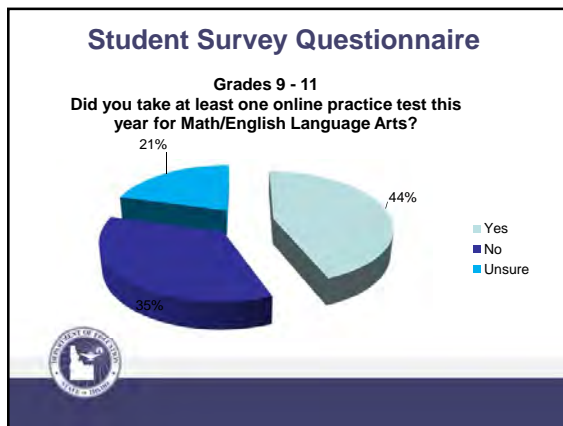
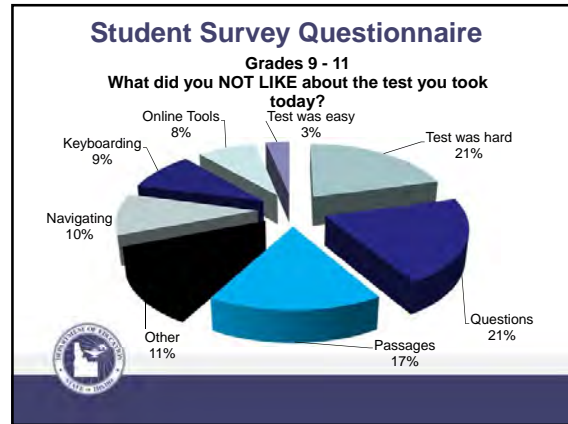
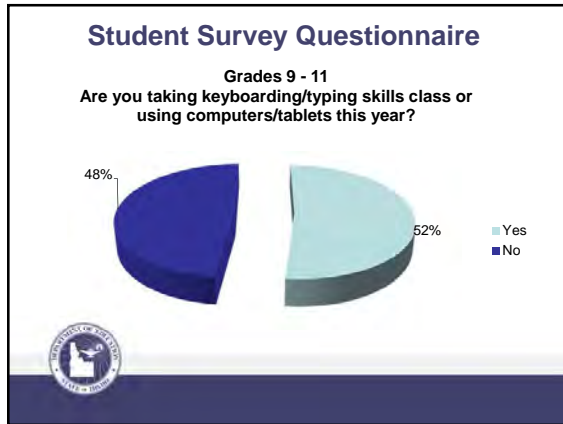
Grades 6 - 8
What did you NOT LIKE about the test you took today?



Student Survey Questionnaire

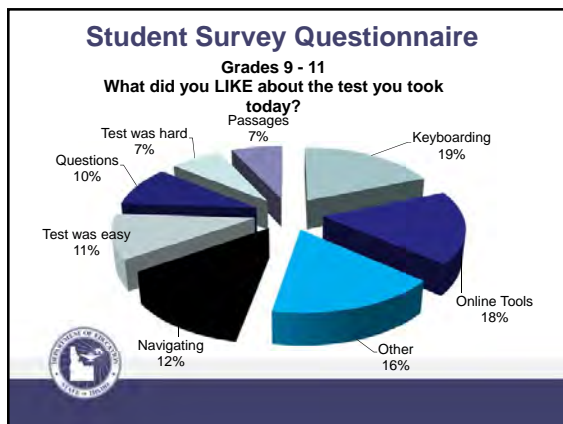
Grades 9 - 11
During a regular week at school, how much time do you spend on keyboarding/typing or using computers/tablets?





Administrators/Educators Survey Survey Participation Summary

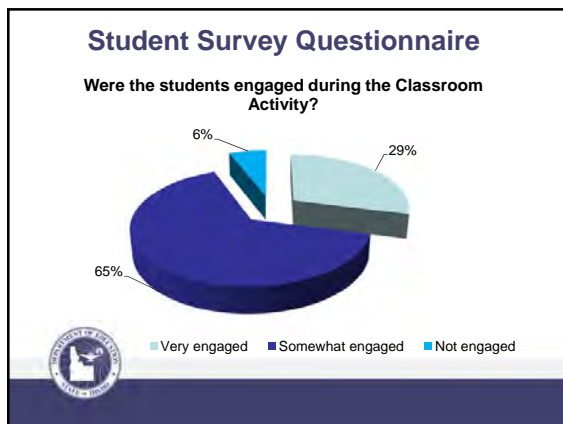
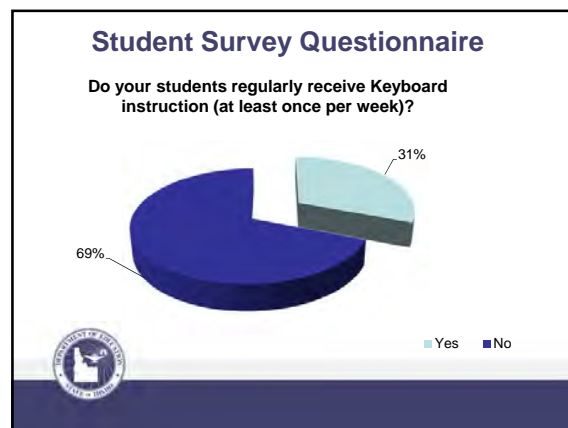
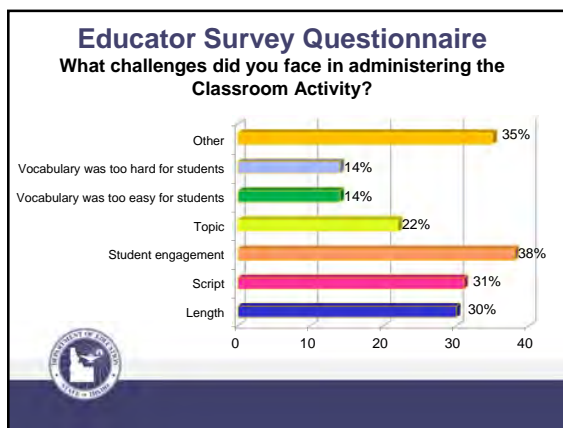
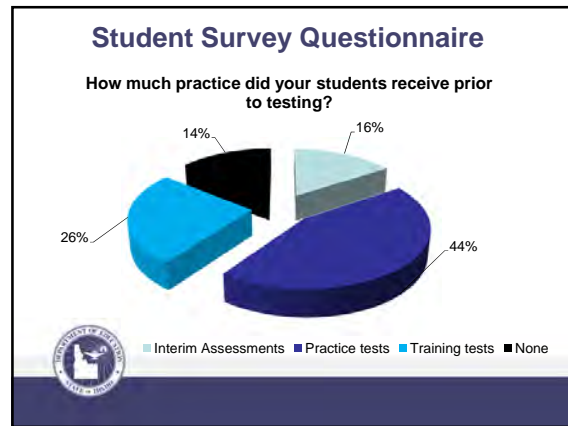
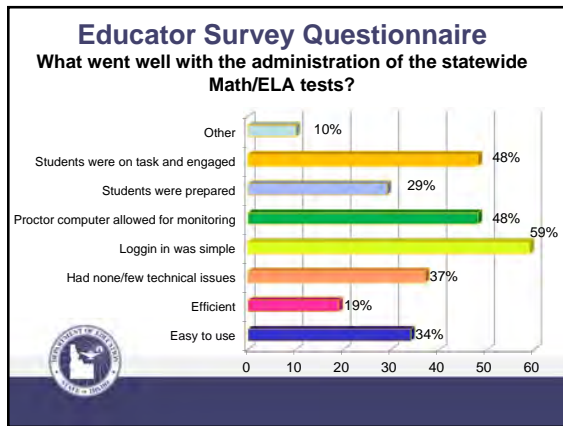
Role	# Completed Survey
Proctor/Test Administrator	246
Teacher	223
Principal/School Test Coordinator	112
District Technology Director	23
District Testing Coordinator	39
TOTAL	643



Administrators/Educators Survey Survey Participation Summary

Grade Level	# Administered
3 - 5	313
6 - 8	161
9 - 11	118
TOTAL	449

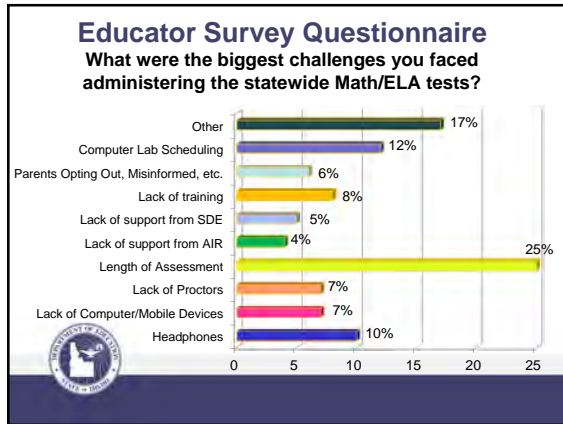
WORK SESSION DECEMBER 9, 2015

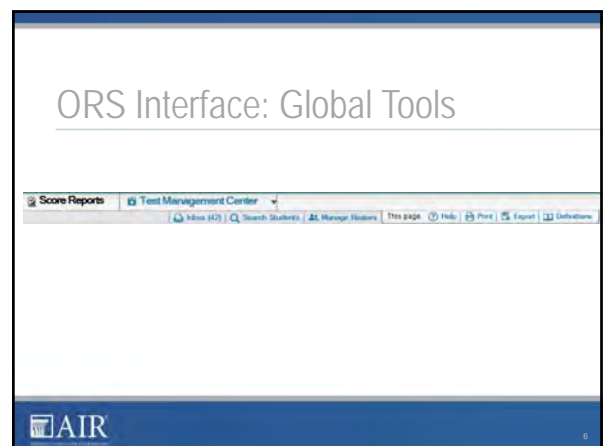
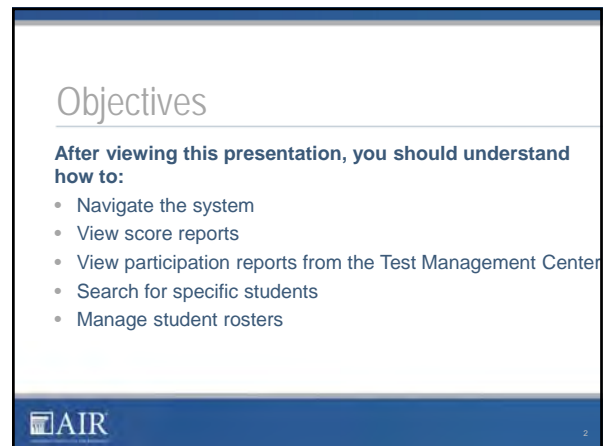
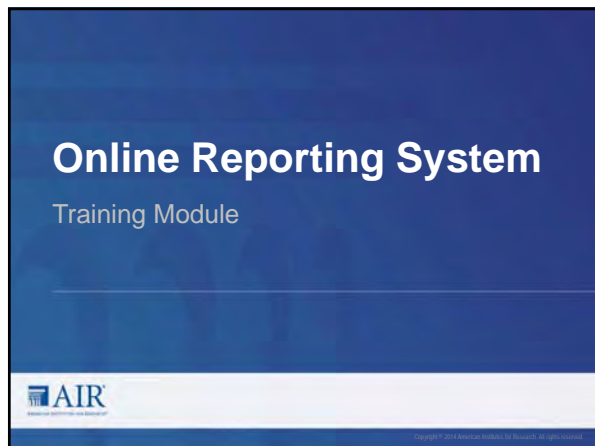


Educator Survey Questionnaire

Rank the following resources based on how often you utilized them in preparing to administer the statewide Math/ELA tests. (1 – Highly Utilized, 7 – Rarely Utilized)

Resources	Ranking
Idaho Portal (AIR)	1
District Provided In-Person Trainings	2
Smarter Balanced Communications Toolkit	3
District Provided Webinars	4
Edmodo Site by SDE	5
State Provided Webinars	6
State Provided In-Person Trainings	7





Score Report Navigation: General Approach

Who
What
When

Click to move to a higher level of a dimension

Click to drill down to details of a dimension

AIR

Levels of the Three Dimensions

State District School Teacher Class Student

Subject Claims Targets

Testing Window Trend

AIR

Home Page Dashboard

Home Page Dashboard

Select Test and Year

Test: Smarter Summative

Administration: 2014-2015

Number of Students Tested and Percentage of Students Proficient in Demo District, 2014-2015

Grade	Number of Students Tested	Percent Proficient
Grade 3	5,589	89%
Grade 4	5,550	89%
Grade 5	5,585	88%
Grade 6	5,728	88%
Grade 7	5,455	89%
Grade 8	5,485	88%
Grade 9	5,485	88%
Grade 10	5,485	88%
Grade 11	4,873	88%

AIR

Home Page Dashboard: Select Test and Administration

You can select the test and administration for which you want to view score data.

Select Test and Year

Test: Smarter Summative

Administration: 2014-2015

Number of Students Tested and Percentage of Students Proficient in Demo District, 2014-2015

Grade	Number of Students Tested	Percent Proficient
Grade 3	5,589	89%
Grade 4	5,550	89%
Grade 5	5,585	88%
Grade 6	5,728	88%
Grade 7	5,455	89%
Grade 8	5,485	88%
Grade 9	5,485	88%
Grade 10	5,485	88%
Grade 11	4,873	88%

AIR

Score Data

Scores for students who were mine at the end of the selected administration	Scores for my current students	Scores for students who were mine when they tested during the selected administration
Allows you to see score data for those students who tested in the selected test and administration	Allows you to immediately view score data for those students who are associated to your current rosters, even if they were previously enrolled in a different school or district	Allows you to see score data for those students who were associated with your school, district, or roster when they were tested in the selected test and administration

AIR

Home Page Dashboard: Report Tables

Number of Students Tested and Percentage of Students Proficient in Demo District, 2014-2015

Grade	Number of Students Tested	Percent Proficient
Grade 3	5,589	89%
Grade 4	5,550	89%
Grade 5	5,585	88%
Grade 6	5,728	88%
Grade 7	5,455	89%
Grade 8	5,485	88%
Grade 9	5,485	88%
Grade 10	5,485	88%
Grade 11	4,873	88%

AIR

Subject Detail Report

Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Year: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo District

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 5 Test for Students in Demo District

Measure ID	Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	225,000	20%	10% 10% 10% 10%
State District A (2014-15)	225,000	20%	10% 10% 10% 10%
State District B (2014-15)	225,000	20%	10% 10% 10% 10%
State District C (2014-15)	225,000	20%	10% 10% 10% 10%

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Subject Detail Report: Interim Blocks

Student Performance in Each Block
How did my district perform in each block?

Year: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo District

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 5 Test for Students in Demo District

Measure ID	Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	225,000	20%	10% 10% 10% 10%
State District A (2014-15)	225,000	20%	10% 10% 10% 10%
State District B (2014-15)	225,000	20%	10% 10% 10% 10%
State District C (2014-15)	225,000	20%	10% 10% 10% 10%

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Student Performance Roster Page

Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Year: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo District

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 5 Test for Students in Demo District

Measure ID	Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	225,000	20%	10% 10% 10% 10%
State District A (2014-15)	225,000	20%	10% 10% 10% 10%
State District B (2014-15)	225,000	20%	10% 10% 10% 10%
State District C (2014-15)	225,000	20%	10% 10% 10% 10%

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Student Performance Roster Page: Interim Blocks

Student Performance in Each Block
How did my district perform in each block?

Year: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo District

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 5 Test for Students in Demo District

Measure ID	Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	225,000	20%	10% 10% 10% 10%
State District A (2014-15)	225,000	20%	10% 10% 10% 10%
State District B (2014-15)	225,000	20%	10% 10% 10% 10%
State District C (2014-15)	225,000	20%	10% 10% 10% 10%

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Individual Student Reports

Individual Student Report
How did my student perform on the Mathematics test?

Year: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo District

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 5 Test for Students in Demo District

Measure ID	Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	225,000	20%	10% 10% 10% 10%
State District A (2014-15)	225,000	20%	10% 10% 10% 10%
State District B (2014-15)	225,000	20%	10% 10% 10% 10%
State District C (2014-15)	225,000	20%	10% 10% 10% 10%

AIR

"What" Claims

Student Performance in Each Block
How did my district perform in each block?

Year: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo District

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 5 Test for Students in Demo District

Measure ID	Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	225,000	20%	10% 10% 10% 10%
State District A (2014-15)	225,000	20%	10% 10% 10% 10%
State District B (2014-15)	225,000	20%	10% 10% 10% 10%
State District C (2014-15)	225,000	20%	10% 10% 10% 10%

AIR

"What" Targets



"What" Targets Report

Benchmark Level	Description
	Better than performance on the test as a whole This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
	Similar to performance on the test as a whole This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
	Worse than performance on the test as a whole This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
	Insufficient Information Not enough information is available to determine whether this target is a relative strength or weakness.

"When" Trend Reports



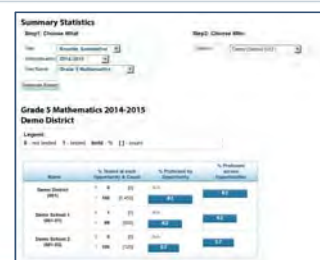
Trend Report Features

- Select Administrations to Plot
- Choose Who to Graph
- View Data by Demographic Subgroup
- View Dimensions
- Choose What to Graph
- Hide Trend Lines

Test Management Center

- Summary Statistics
- Retrieve Student Results
- Plan and Manage Testing
- Test Completion Rates

Test Management Center: Summary Statistics



Test Management Center: Retrieve Student Results

Retrieve Student Results & My Inbox
Click to complete download of history data for selected opportunity system.

Create New Data File to Download

Step 1: Choose What

Test:
Administration:
Need Score:
Component:
Format:
Filter By:

Step 2: Choose Who

Who:
Status:

My Inbox
Your data file will be emailed to you for 30 days.

Name	Date	Type	Test	Administration	Grade	Date Created	Status
Demo District (99)		STUDENT	DISTRICT	Summer Assessment	2014-2015	All	6/28/2015 9:27 PM



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Test Management Center: Plan and Manage Testing

Plan and Manage Testing

Step 1: Choose What

Test:
Administration:
Test Name:
Available Dates:
Filter By:

Step 2: Choose Who

Who:
Status:
Filter By:

Step 3: Get Specific

Students who: opportunity in the selected administration

Students who have current opportunity will expire in: days

Students on test: opportunity in the selected administration, and have a status of:

Students whose test score: use: between: and:

Note: If all 15 or more test scores are specified, only test scores are used (15 days)



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Test Management Center: Plan and Manage Testing

- Which students have not yet tested?
students who opportunity
- Which students have started but not yet completed their test?
students who opportunity
- Which students need to finish tests that are going to expire soon?
students whose current opportunity will expire in: days
- Which students have paused tests?
students on their opportunity and have a status of:



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Test Management Center: Plan and Manage Testing

Score Reports | **Test Management Center**

Plan and Manage Testing

Who:
Test:
Year Name:
Administration:
Filter By:
Note: Students who have completed test opportunity in the selected administration

Name	SSID	Enrolled	Enrolled	Enrolled	Current	Test	Language
Student, Demo A	9999912345	10	10	10	10	10	English
Student, Demo B	9999912346	10	10	10	10	10	English
Student, Demo C	9999912347	10	10	10	10	10	English
Student, Demo D	9999912348	10	10	10	10	10	English
Student, Demo E	9999912349	10	10	10	10	10	English



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Test Management Center: Test Completion Rates

Test Completion Rates

Report:
District:
Test Name:



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Search Students

Score Reports | **Test Management Center**

Search Students

Enter student's SSID or last name or (SSID):
Display Page: 10 of 10
Select Student By:
Enter up to 10 SSIDs separated by commas

Search Students

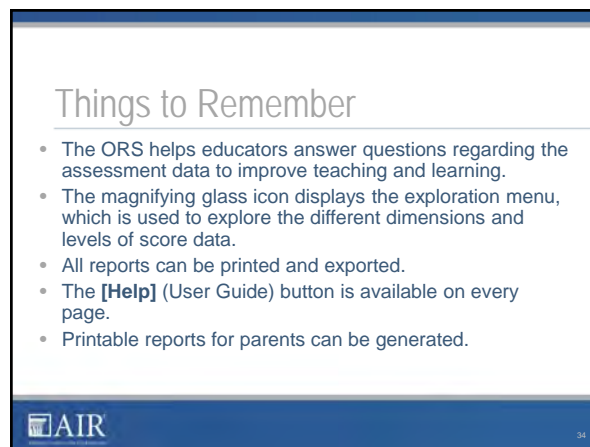
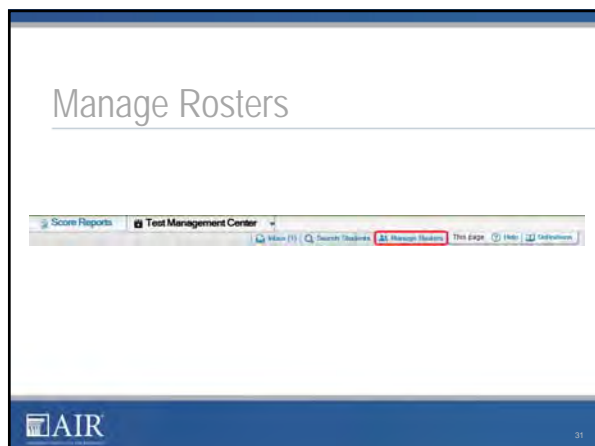
Enter student's SSID or last name or (SSID):
Display Page: 10 of 10
Select Student By:
Enter up to 10 SSIDs separated by commas

Student Search Results

Last Name	First Name	Date of Birth	SSID	School
2014-2015	Student	Student	Student	Student
Student	Student	Student	Student	Student
Student	Student	Student	Student	Student



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Structure and Governance Committee

Accountability and Autonomy Subcommittee Report and Recommendations

Members:

Bob Lokken, Chair, CEO	White Cloud Analytics and Idaho Business for Education
Reed DeMordaunt, House Education Chair	House of Representatives, District 14
Donna Pence	House of Representatives, District 26, House Education Committee
Gaylen Smyer, Superintendent	Cassia School District
Anne Ritter	Idaho School Boards Association
George Harad	Idaho Parents and Teachers Together
Valerie Aker, Teacher	South Middle School, Nampa

Subcommittee Charge: To further refine the following recommendations of the Governor's Task Force¹

#5: Revamp the State's Accountability Structure Involving Schools

#6: Empower Autonomy by Removing Constraints

#7: Annual Strategic Planning, Assessment and Continuous Focus on Improvement

Subcommittee Deliverables:

- Recommendations on the state's accountability measures and structure for public schools and timelines for implementation.
- Recommendations on changes to Idaho's education code to empower autonomy at the local level and timelines for completion.
- Recommendations on establishing continuous improvement methods in the public schools and timelines for implementation.
- Recommendations on training for school administrators and school boards.

¹ [Task Force for Improving Education, Final Report, September 2013](#)

#5: Revamp the State's Accountability Structure Involving Schools

#7: Annual Strategic Planning, Assessment and Continuous Focus on Improvement

The 2013 Task Force recommended that the State revamp the school accountability structure to replace current compliance mandates with a system based on accountability for student outcomes. Central to the structure would be an annual continuous improvement cycle and strategic plan founded on improvements in student outcomes and key focus areas for each district.

Objectives and Components:

The objective of the accountability system and district annual planning should be to support the State's goal to have 60% or more of its students prepared for career or college² (60% goal).

To achieve this goal, the accountability and annual planning system must have two major components:

1. The first component is designed to provide state intervention and assistance for schools needing to improve.
2. The second component is designed to create dynamics that will propel good schools to become great schools, and great schools to continually advance.
The design of the second component differs from the first, in that it is founded on continuous improvement and relies on local control and transparency to establish accountability to the local community.

Accountability Recommendations:

1. **We recommend that the state's 5-Star Rating System³ be revised and refined to facilitate accurate and fair measurement and ranking of schools and districts that require intervention and assistance.**
 - a. This system allows schools and districts to be sorted into multiple categories. The State should not impose an arbitrary bell-curve that forces schools into a classification. The classification should reflect the actual performance of a school. Schools identified as needing improvement should continue to receive the necessary assistance from the State Department of Education in the form of expert assistance and resources. Schools that refuse additional assistance or do not "turn around" within a period of time would trigger more forceful intervention on the part of the State.

² [State Board of Education 60% goal](#)

³ [Idaho Five-Star Rating System](#)

- b. Revisions to the existing 5-star system should adjust the balance between student growth, school achievement, and other relevant measures. The work team already in place to review the 5-star system should receive and consider this feedback.
 - c. The State's intervention and assistance program for schools should:
 - 1) Initially focus on resource and technical support and encouragement. State intervention should become more forceful only if a school does not improve, the district refuses outside assistance or demonstrates repeatedly that local leadership is unable to turn the school around.
 - 2) If necessary, replace local leadership (principal/superintendent) that has demonstrated its inability to turn around a school. Without this level of intervention, the state would be failing its constitutional and fiduciary responsibility. The cost of this failure would be born directly by the students in that school and indirectly by the community and state when those students are not prepared for career and/or college. (For further notes on the role of superintendent in local accountability, see Final Notes, p. 11.)
 - d. If federal regulations allow, alternative schools should be removed from this part of the accountability system. An alternative ranking system should be explored that is clear, and more specifically tailored to alternative schools.
- 2. We recommend that the State implement an Annual Planning Cycle and Continuous Process Improvement Plans that Lead to Achievement Scores Aligned to the 60% Goal.**

“Turn every good school into a great school”

- a. Update the State's strategic planning law⁴ to focus on continuous annual improvement. The current legislation requires each district to have an "annual strategic plan," which has been interpreted in the context of classic organizational strategic planning rooted in mission and vision statements with a 3-5 year planning horizon. However, the original intent of the Governor's Taskforce was that each school and district have an annual improvement plan with clear, measurable goals. These plans were to be the foundation of local control and accountability to the community and an alignment mechanism to the State's overall strategic 60% goal. Amending or replacing the existing legislation is necessary to reflect the original intent.
- b. Each school district, led by its board and superintendent, should be required annually to prepare a performance improvement plan which sets clear, measureable goals to improve achievement in the coming school year.

⁴ [Idaho Code, Strategic Planning and Training](#); and [Idaho Administrative Rules, Strategic Planning and Training](#).

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The plan would identify a focused set of targets for improvement, selected from:

- 1) a collection of relevant measures provided by the State Board of Education including the Career and College Readiness or High School Readiness score for the school/district (for more on "CCR Score" and "HSR Score" -- see below), and
- 2) focus areas and measurable improvement targets selected for improvement.

The intent is that all plans lead toward the achievement of the career and college readiness goal for the state. The goals for each school and district should be summarized into a simple one-to-three page plan headlined by the CCR Score (or HSR Score) and the targeted CCR Score (or HSR Score). The district's current CCR and HSR Scores, the annual improvement plan, the goals for improvement and the results against the prior year's goals should then be published and widely shared within the district, the community and to the State Board of Education by August 1st of each year.

c. Each school in the state should be scored on two metrics: Readiness and Improvement.

- 1) Readiness is the percent of graduating students that are prepared to continue to the next level.
 - a) The Career and College Readiness Score (CCR Score) should be measured as the percentage of students leaving a particular high school who are deemed academically ready to move to the next level. For high schools, this would be a measure of how many high school students from that school are ready for career or college work, directly in alignment with the state's 60% goal.
 - b) If the school is an elementary, middle school, junior high, etc. that does not continue through 12th grade, then the measure would be the percentage of students completing the highest grade within that school who are academically testing at or above the level that is deemed to prepare that student for success at the next level. For a school that sequentially precedes high school, this (for example) would be called the High School Readiness Score (HSR Score) and would measure proficiency rates of the highest grade (8th or 9th) as measured by an appropriate statewide assessment. If an elementary school's highest grade is 6th grade, their score would be a 7th Grade Readiness Score, etc.
- 2) Improvement is the year over year improvement in the level of readiness produced by that school. The Career and College Readiness Improvement (CCR Improvement) or High School Readiness Improvement (HSR Improvement) should be measured as a percentage change in the CCR Score or HSR Score measured year-over-year. For example, if a school in 2014 had a CCR Score of 56%, and the same school had a CCR Score of 51% for 2013, then the CCR Improvement for that school in 2014 would be +9.8% $((56\%/51\%) - 100\%)$.

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Examples	Readiness Score	Improvement Score
High School	Career and College Readiness Score (CCR) (e.g. % students \geq 500 on all SAT Sections)	CCR Improvement (e.g. 2014 CCR / 2013 CCR)
K-8 School	High School Readiness Score (HSR) (e.g. % students proficient or above on 8 th grade statewide assessment)	HSR Improvement
K-6 School	7th Grade Readiness Score (7GR) (e.g. % students proficient or above on 6 th grade statewide assessment)	7GR Improvement

- 3) The State will provide each district with its official Readiness and Improvement Scores by school at the end of each academic year.
- 4) These State reports should include state goals, and statewide and cohort comparisons so that local districts have a context to interpret the numbers. Such interpretative context is critical to local accountability.
- 5) Timeliness of the report must be adjusted to match the planning rhythm of the districts.

3. We recommend that the State offer professional development and collaborative training and support for local boards/leadership to develop awareness of and competencies in continuous improvement practices.

4. We recommend that the timing of data be reviewed and adjusted to align with budget and annual planning deadlines for both school boards and teachers. The timeliness of the State's report information is critical to the districts' annual planning process. Today, data is delivered too late for analysis and planning during the school year.

#6: Empower Autonomy by Removing Constraints

The 2013 Task Force emphasized that autonomy is critical for two reasons. First, autonomy ignites empowerment, engagement, and ownership for results. Second, local circumstances vary greatly and change frequently, thus optimal decisions can only be derived from local knowledge of factors material to the decision.

Far too often, the state has exercised its authority and accountability for our education system via laws and rules that dictate and micro-manage how things are done and how money is spent. Although well intentioned, this level of operational control/mandates work to undermine the level of engagement by local people, and erode the level of efficiency and effectiveness.

This subcommittee discussed areas of K-12 policy that impose a high burden on school districts with a corresponding low return of value. Based on input from superintendents across the state and a review of existing laws and administrative rules, the committee recommends the following to improve autonomy for local school districts.

1. We recommend that the Legislature research and consider the potential impact of proposed new laws on the education system.

We urge lawmakers to fully research short and long-term financial and personnel implications, not just to the state general fund, but also to individual schools and districts as well as state education agencies. We further recommend that the Legislature conduct a cost/benefit analysis of new laws before adoption to assess effectiveness and determine unintended consequences.

Many times, new legislation imposes requirements on the system that are burdensome and costly and do not lead to efficiency or improved student outcomes. New laws and regulatory requirements should be minimized. Review of new laws could be achieved through sunset clauses on new legislation.

2. We recommend that the Legislature limit the number of school district funding streams and prescriptive requirements for disbursement whenever possible to allow districts flexibility to use funds based on local needs.

While it is the Legislature's role to set the K-12 budget, districts would benefit from more flexibility in the allocation of those funds. We recommend only two funding "buckets" – one for compensation and one for operational expenses. Directives governing the use of operational funds should be kept to a minimum so that local district boards and administrators can best address the needs of their schools year to year.

3. We recommend that the State Board of Education's Accountability and Oversight Program Manager regularly review new and existing statute and rules to assess relevance and efficacy, and report annually to the State Board of Education.

Reviewing statute and rule to assess relevance and efficacy and to identify areas for consolidation and streamlining should not be a one-time exercise. The Board should implement a continuous improvement process with respect to education laws and rules. We recommend that the Accountability Oversight Committee⁵ solicit and review input from K-12 stakeholders to ensure that school and district administrators have input on how to reduce or eliminate requirements that inhibit focus on students and efficiency.

4. We support the work of the Innovation and Collaboration subcommittee to mitigate the burden of data reporting to the State Department of Education's Idaho System for Educational Excellence (ISEE) system.

⁵ [State Board of Education Accountability Oversight Committee](#)

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Much of the feedback from school administrators regarding burdensome regulation and reporting requirements involved reporting requirements of the state's ISEE system. A disproportionate amount of time is spent on reporting, and smaller districts face a larger burden based on resource availability to support data entry and reporting.

Definitions of Key Terms

1. **"Achievement"** means academic performance relative to a standard. For example, one measure of achievement could be the percentage of students who score 500 or greater on Standardized Achievement Tests, such as SAT.
2. **"Improvement"** measures the change (positive or negative) from year to year in the percentage of students in a particular school or district who met the achievement standard. For example, if 70% of students at a particular high school achieved 500 or greater on the SATs in year one, and 77% achieved or exceeded that level the following year, that would be a 10% year-to-year improvement.
3. **"Relevant Indicators"** includes such factors as the number of Advanced Placement tests taken and passed, the number of students successfully participating in dual credit programs, and similar indicators of advanced academic achievement.
4. **"Growth"** measures the improvement in the performance of an individual student from the beginning to the end of a given school year (or specified number of years), relative to the student's initial status and growth of his or her relevant cohort.
5. **"60%" or "60% Goal"** refers to the State Board of Education's goal that 60% of Idahoans age 25-34 will have a post-secondary certificate or degree by year 2020. For the purposes of the taskforce work on the K-12 system, the committee focused on how the K-12 system prepares its students to achieve that goal.

Note: The terms "*improvement*" and "*growth*" should not be used interchangeably. "*Improvement*" is measured at a school or district level, and relates to the change in levels of "*achievement*." "*Growth*" is measured at the individual student level, and may or may not result in aggregate "*improvement*" depending on the starting and ending points for the measurements and the mix of students being measured.

Guiding Principles for the Statewide K-12 Accountability System (K12-AS)

1. The goal of the K12-AS is to help the State achieve its overall goal of more than 60% of young adults entering the workforce having completed some form of post-secondary degree or certification. The role of the K-12 system in this goal is to prepare students for success at the post-secondary level, in alignment with the state's 60% goal (see Key Terms above).
2. The K12-AS must serve two related but different purposes. First, it must have an "intervention" system for under-performing schools designed to move the entire system to acceptable levels of performance. Second, the accountability system should serve as a catalyst for "good schools" to become "great schools." In Idaho, we don't want merely good schools. We want all Idaho schools to be great schools. The two elements of the system have very different methods by which they would accomplish their respective purposes. It would be a mistake to try to serve both purposes via the same mechanisms.
3. Key elements of the "intervention" system:
 - a. The intervention system must have clearly defined measures and triggers used to identify a school that is *underperforming* and in need of intervention.

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- b. The intervention system should define clear levels. These levels should indicate the degree of underperformance and chronic nature of the situation. These clearly defined levels would, in turn, drive the type and degree of intervention(s) required.
 - c. The intervention system must not simply produce a “judgment”. The system should offer tools and assistance to help struggling schools improve performance.
 - d. The system should apply to a school, not a district, although the district superintendent would be the “point person” for of accountability. The State should not undermine local leadership by meddling in local operational matters. The superintendent and local board bears responsibility to hold local building leadership and personnel accountable. The local board is accountable to local voters. The superintendent is primarily accountable to the local board, and secondarily accountable, as the district's senior leader, to the State. For further discussion on this matter, see the side notes at the end of this document.
 - e. The State, in cooperation with the local school board, would be the primary agent of enforcement at this level of accountability.
 - f. This part of the accountability system would necessarily require force – we cannot allow struggling systems to fail continually.
4. Key elements of the “Good-to-Great” system:
- a. The goal of this system element is not episodic intervention, but rather continuous improvement, innovation and collaboration. With this in mind, specific annual improvements should be determined and driven locally.
 - b. The good-to-great system should have an annual cadence and rhythm with ongoing small improvements, continually refined and compounded over time. This is how schools become great, and stay great.
 - c. The good-to-great system requires a finer-grain measurement system than the 5-Star System. This measurement should allow for annual progress that can be measured, evaluated, and celebrated. Coarse-grained measures such as the 5-Star System and underperformance triggers are not useful in continuous improvement efforts.
 - d. Unlike the intervention system, the good-to-great system should be owned and driven by the local school boards and administration. The State’s role would be to support these local efforts with clear, concise, uniform, and transparent measures, which would serve as the foundation of the improvement system. (Outcomes would measure improvement, and should not be confused with activities and activity measures.)
 - e. Public transparency and the local school boards would provide accountability in this system.
5. The foundation of the K12-AS is clear, concise, uniform, and transparent measurement of student achievement. Measures that are overly complex or indirect should be avoided. The measures should lead directly to the identification of opportunities for improvement. People need to understand and have clarity on what is needed; clarity is eroded with complex or questionable metrics.
6. The focal point of the state’s K12-AS must be local leadership, specifically the local superintendent. The state should not disenfranchise the local community by reaching around

the superintendent. Nor should the State hold the “district” or “school” accountable. The accountability system should focus on leadership both to identify schools where intervention is required or to support continuous improvement to make good schools great.

Guiding Principles for the Annual Planning Process

1. The greatest value of annual planning is not in the plan itself, but in the process of developing the plan: establishing performance measurements, providing clear and transparent data, gaining the alignment of key stakeholders, understanding outcomes in the context of current performance relative to best practices, and lastly and most importantly, setting priorities to focus on a critical few areas for annual improvement. The actual plan itself should be very brief, likely 1-3 pages. This is because the plan is not the result of surveying the entire continuum, which happens in the early stages of planning. The plan is the result of identifying key focus areas for the coming year. Without this annual planning and improvement effort, it is highly unlikely a district will achieve the 60% goal of preparing its students for successful post-secondary education or career pursuits.
2. Key attributes of proper execution of the annual planning process:
 - a. Clarity and data transparency and about the measurements that matter most. The process should be framed by the improvement of one or more of a defined set of metrics. This forces leadership at all levels to gain clarity and alignment across the state on what is most important for our schools, to understand how each school is performing against these focus areas, and to set clear targets for improvement for each local school. Each school is unique. The local board and leadership should have the autonomy to set specific targets and focal points for improvement as they see fit, as long as the overall school and district are in alignment with the State’s goal of 60% for career and college preparedness.
 - b. Local ownership – State alignment. The annual planning process should be executed within a framework that is provided by the State Board of Education. This allows the State to fulfill its fiduciary responsibility and constitutional mandate. However, the actual plan, focus areas and goals are completely at the discretion of the local school boards and leadership. Each local district and school is free to select and adjust their local initiatives and goals to fit local circumstances.
 - c. Clear alignment and focus between the State, the local school board, and the local administration on achieving the 60% goal.
 - d. Accountability for performance and improvement progress rest with the local community. By providing clear and consistent measurement, along with the autonomy to adjust to local circumstances, the annual planning process should provide the transparency needed to govern local schools. Achievement against these locally defined improvement goals should become the core basis of local leadership evaluations.

Final Notes – Superintendent Accountability to the State

1. Under the State Constitution, the State has a clear role in the K-12 system. The constitution designates constitutional offices and grants them authority (the State Board of Education and the Superintendent of Public Instruction) to govern the school system.
2. Local school boards are accountable to the local electorate. No line of accountability exists from a local board to the State, other than areas covered by law. Laws are about compliance, not performance.
 - a. Therefore, accountability to the state must exist somewhere. If accountability does not exist with the local board, then the only other option is the local superintendent.
 - b. In law, today, the State grants a license to a superintendent without which s/he cannot practice in this State. If the State has authority to grant a license, it logically follows that the State can withhold that license.
 - c. In law, today, the State has the authority to take over a chronically underperforming school according to existing statute. Once the State takes over a district, then the superintendent would be accountable to the State.
3. Because the superintendent is primarily and normally accountable to the local board, it follows that they are also, in certain matters, accountable to the State.

In relation to Growth Metrics:

1. Growth metrics that measure the longitudinal growth of students over a school year are somewhat controversial at this point in time. Research shows that unless there are strong and consistent standards across the overall system, growth metrics should not be used for formal accountability at the State level.
2. An argument can be made that growth metrics are best used as a part of teacher feedback and for tactical/operational improvements in the classroom. The State's role in accountability is at the school and district level. The State's role is oversight for achievement levels, not operational practices. Thus it can be argued that growth is not a measure the state should be using for the district accountability system.
3. The State's goal is clearly stated as the 60% benchmark. Growth, while related, is not directly a measurement of that 60%. Thus introducing this into the State's accountability system brings complexity.
4. For the reasons above, it does not make sense to include growth metrics into the State's accountability system.

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**CONSENT AGENDA
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR – QUARTERLY REPORT	Information Item
2	PPGA – ALCOHOL PERMITS – PRESIDENT APPROVED REPORT	Information Item

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**CONSENT AGENDA
DECEMBER 10, 2015**

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.b.i.(2) and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or professional-technical education programs, with a financial impact of less than \$250,000 per fiscal year. Each institution has indicated that their respective program changes, provided in Attachment 1, fall within the threshold for approval by the Executive Director.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public institutions that were approved between June 2015 and November 2015 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved
by the Executive Director

Page 3

BOARD ACTION

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

**CONSENT AGENDA
DECEMBER 10, 2015**

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**CONSENT AGENDA
DECEMBER 10, 2015**

Academic Programs

Approved by Executive Director
June 2015 and November 2015

Institution	Program Changes
BSU	New BS, in Public Health

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Move existing BBA in International Business to the Department of Management within the College of Business and Economics
BSU	Change name of existing Master of Education in English as a Second Language to a Master of Education in English as a New Language
BSU	Discontinue existing Minor in Business and create a Bridge to Career minor to include an undergraduate certificate

Professional - Technical Education Programs

Approved by Executive Director

Institution	Program Changes
EITC	Reactivate the Radiation Safety Program, Intermediate Technical Certificate
ISU	Addition of a new Energy Systems Technology program, Intermediate Technical Certificate

**CONSENT AGENDA
DECEMBER 10, 2015**

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CONSENT
DECEMBER 10, 2015

SUBJECT

President Approved Alcohol Permits Report

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 August 2015 Board meeting. Since that meeting, Board staff has received thirty-five (35) permits from Boise State University, eight (8) permits from Idaho State University, and fifteen (15) permits from the University of Idaho.

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

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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**CONSENT
DECEMBER 10, 2015**

**APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY
October 2015 – January 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
This Side of Paradise/Dance	Morrison Center		X	10/10/15
Kim Wedding	Stueckle Sky Center		X	10/10/15
Elton John Concert	Taco Bell Arena		X	10/10/15
Riverdance / Broadway Dance	Morrison Center		X	10/13/15-10/15/15
Planned Giving Event	Taco Bell Arena		X	10/14/15
Chris Hardwick Comedy	Morrison Center		X	10/16/15
St. Luke's Orthopedic Meeting	Stueckle Sky Center		X	10/16/15
Dvorak & FireCrow Philharmonic Concert	Morrison Center		X	10/17/15
Megan McLeod Wedding	Stueckle Sky Center		X	10/17/15
Petso Client Appreciation	Stueckle Sky Center		X	10/21/15
Slipknot Concert	Taco Bell Arena		X	10/21/15
Idaho Dance Theater Performance	Student Union Building		X	11/06/15-11/07/15
42 nd Street After Party	Morrison Center		X	11/07/15
Boy Scouts Annual Holiday Auction	Stueckle Sky Center		X	11/07/15
Culinary Showcase	Culinary Arts Building		X	11/11/15-12/05/15
COBE Speaker Series Reception	College of Business and Economics		X	11/12/15
Micron Reception	Ben Victor Art Studeio		X	11/16/15
COAS Dean Department Final Board Meeting	Wallace Conference Room		X	11/19/15
Mannheimsteamroller Broadway Concert	Morrison Center		X	11/21/15
Osher Institute Winter Celebration	Student Union Building		X	12/02/15
Chaffee Inauguration	Student Union Building		X	12/03/15
Oak Ridge Boys Country Holiday Concert	Morrison Center		X	12/04/15

**CONSENT
DECEMBER 10, 2015**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
We Sing Noel Christmas Concert	Morrison Center		X	12/05/15
Beauty and the Beast Broadway Musical	Morrison Center		X	12/08/15- 12/09/15
Washington Trust Regional Planning Meeting	Stueckle Sky Center		X	12/09/15
Holiday Pops Philharmonic Concert	Morrison Center		X	12/12/15
Idaho Gastroenterology Christmas Party	Stueckle Sky Center		X	12/12/15
MDU Utilities Christmas Party	Student Union Building		X	12/12/15
McMillen Jacobs Associates Holiday Party	Stueckle Sky Center		X	12/12/15
Mythbusters Broadway Special Event	Morrison Center		X	12/13/15
Moreton & Company Christmas Party	Stueckle Sky Center		X	12/15/15
Ada County Assoc. of Realtors Induction of Officers	Student Union Building		X	12/18/15
The Nutcracker Ballet Idaho	Morrison Center		X	12/18/15- 12/20/15
So You Think You Can Dance – Performance	Taco Bell Arena		X	12/29/15
Parsons Dance Performance	Morrison Center		X	01/08/16

**CONSENT
DECEMBER 10, 2015**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
October 2015 – March 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Joint Finance & Appropriation Committee Event	Center for Advanced Engineering Studies		X	10/21/15
Idaho State Journal Awards Event	Stephens Performing Arts Center	X		10/28/15
GALA – Festival of Trees	Stephens Performing Arts Center	X		12/01/15
Employee Appreciation – Festival of Trees	Stephens Performing Arts Center	X		12/02/15
Ladies Holiday Tea – Festival of Trees	Stephens Performing Arts Center	X		12/05/15
Idaho Steel Christmas Party	Student Union Building	X		12/05/15
College Holiday Party	Student Union Building – Wood River/Little Wood Room	X		12/09/15
University Honors Fundraiser	Student Union Building	X		03/05/16

**CONSENT
DECEMBER 10, 2015**

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO October 2015 – December 2015				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise City Council Candidate Debate	UI – Boise		X	10/14/15
Vandal Ideas Project Initiative Release	Brink Building – Faculty Lounge	X		10/19/15
Faculty Gathering/Faculty Club/IR Reception	Brink Building – Faculty Lounge	X		10/30/15
UIRA Exhibit Reception	UI Prichard Art Gallery		X	11/05/15
Idaho Pitch!	J.A. Albertson Building	X		11/12/15
Native Art Auction	Kibbie Dome Litehouse Center	X		11/12/15
University Gala	Bruce Pitman Center	X		11/13/15
Idaho State Bar Academy of Leadership for Lawyers Committee Reception	Idaho Law and Justice Learning Center		X	11/13/15
Faculty Gathering	Brink Building – Faculty Lounge		X	11/13/15
UI ACADA Fall General Membership Meeting and Advisor Appreciation Social	Bruce Pitman Center	X		11/19/15
Retirement Reception for John Tracy	UI – Boise		X	11/20/15
President's Faculty and Staff Holiday Reception	Bruce Pitman Center	X		12/02/15
A Christmas Carol Production – Pre Show Reception	Hartung Theatre Lobby	X		12/03/15
Faculty Gathering	Horizon Room	X		12/11/15- 01/22/16- 02/12/16
CBE Faculty Retreat	J.A. Albertson Building	X		01/11/16

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	COLLEGE OF SOUTHERN IDAHO PROGRESS REPORT	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	EXPLORING OPTIONS FOR EXPANDING HIGHER EDUCATION IN EASTERN IDAHO	Information Item
4	DELEGATION OF DUTIES	Information Item
5	TEACHER PIPELINE REPORT	Information Item
6	STATE COMPREHENSIVE LITERACY PLAN	Action Item
7	BOARD POLICY I.E. – FIRST READING	Action Item
8	BOARD POLICY I.Q. – FIRST READING	Action Item

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

SUBJECT

College of Southern Idaho (CSI) Annual 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 College of Southern Idaho (CSI) 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 Fox will provide a 15-minute overview of CSI's progress in carrying out the College's strategic plan. An overview of the points to be covered is provided in Attachment 1.

IMPACT

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.

ATTACHMENTS

Attachment 1 – Annual Progress Report

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

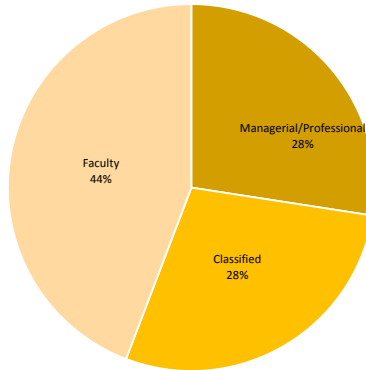
Jeff Fox
November 12, 2015

Strategic Plan Implementation

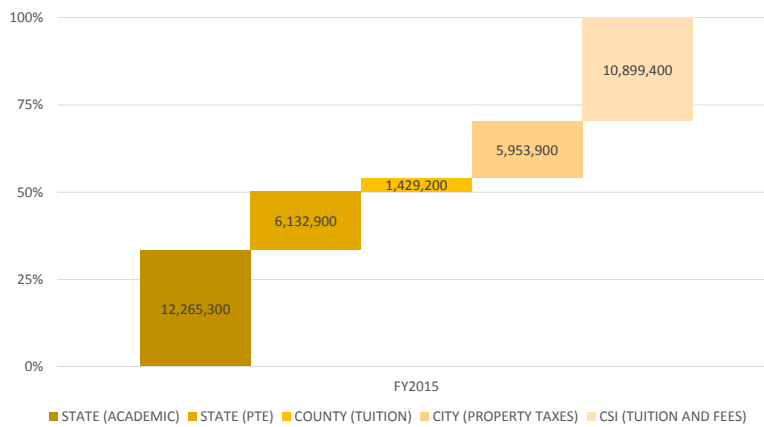
- Updated existing strategic plan last summer
- Successfully completed an abbreviated Seven Year Accreditation cycle in April 2015
 - Accreditation was reaffirmed in June 2015
- As we move forward into a new Seven Year Accreditation cycle, we are also creating a new strategic plan
 - gathered input from more than 800 internal and external constituents
 - in the draft phase of our new plan and intend to have it ready by February 2016
 - This will include an update to the goals and objectives
 - More closely tied to the Voluntary Framework of Accountability (VFA)

FTE

2015-16 Employee FTE by Classification

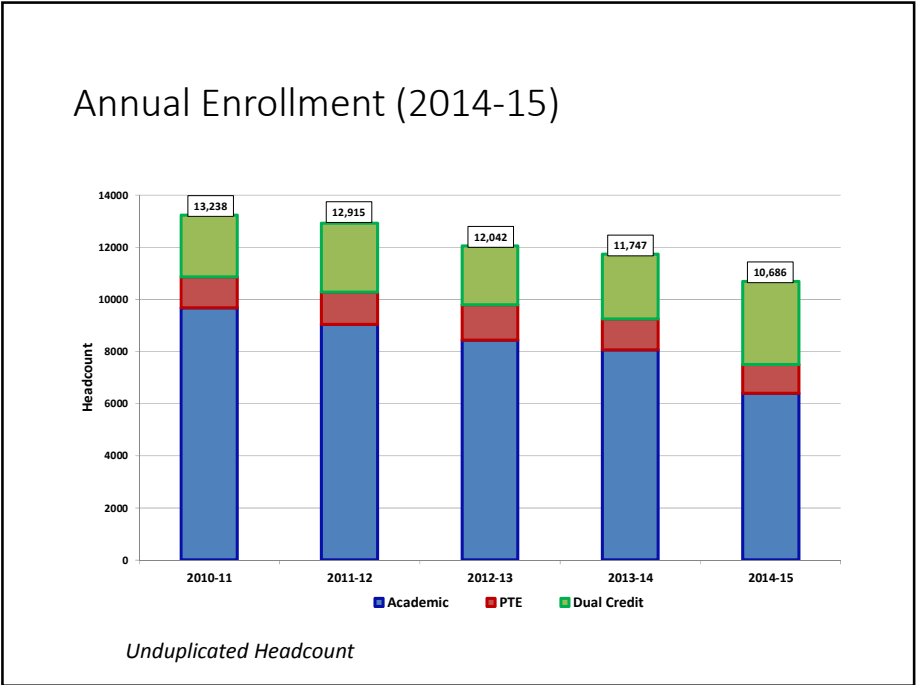
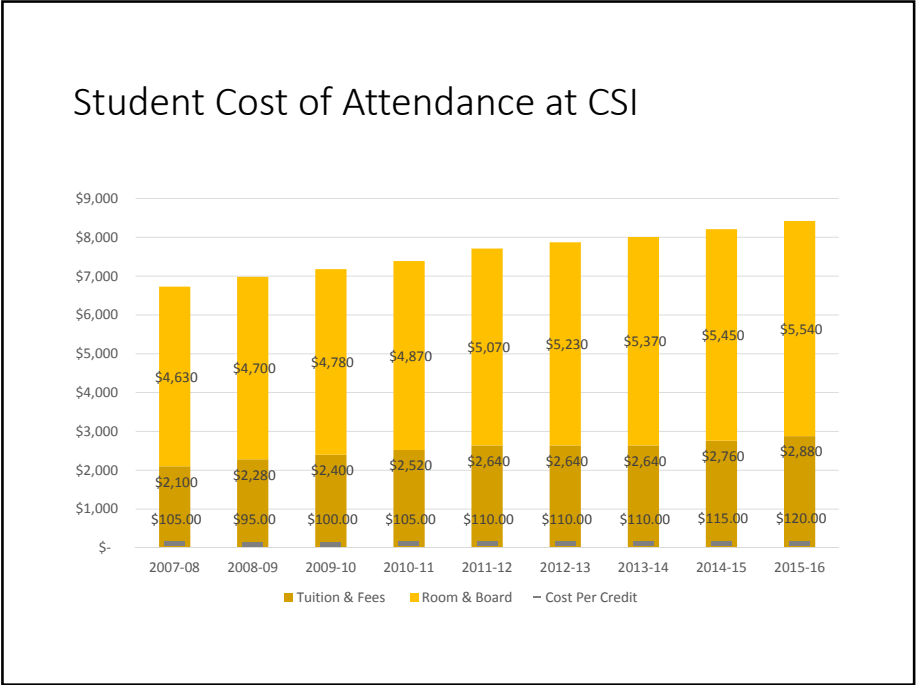


Primary Revenue Sources

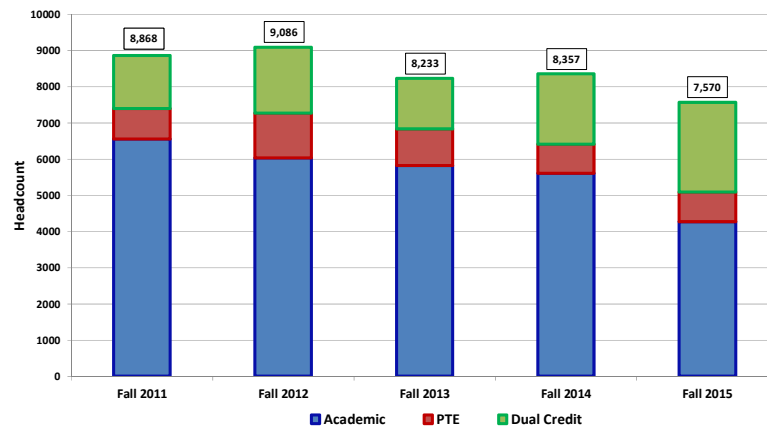


PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

DECEMBER 10, 2015

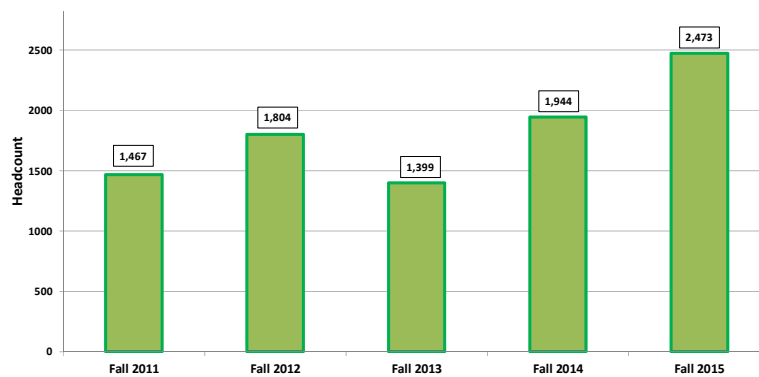


Fall 2015 Census Headcount

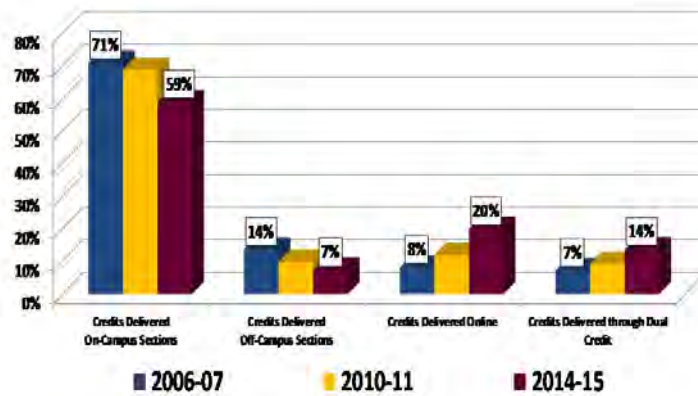


Unduplicated Headcount

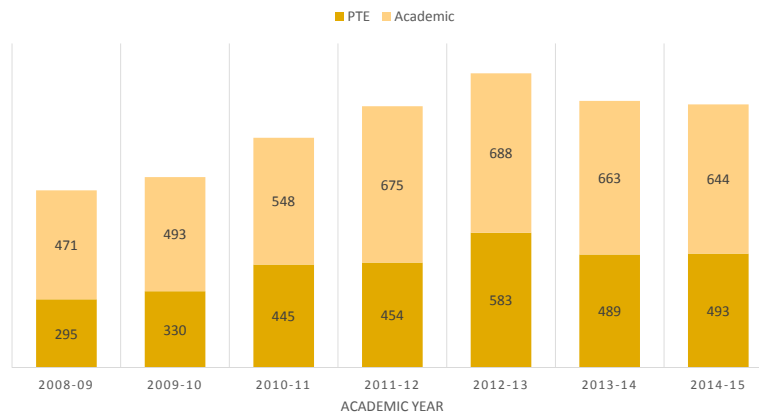
Fall Snapshot Dual Credit Enrollment



Changes in Course Delivery



Degrees and Certificates



Outcome Measures

Academic Year	Annual Headcount	C Grade or Better	Retention Rate (Fall-to-Fall Full-Time Students)	Graduation Rate (150% time Full-Time Students)	Transfer Rate (150% time Full-Time Students)	Degrees and Certificates Awarded	PTE Completers Employed or Continuing Education
2010-11	13,238	77.1%	56.8%	18.2%	15.1%	998	90.4%
2011-12	12,915	77.3%	54.3%	17.4%	14.5%	1,129	85.1%
2012-13	12,042	75.7%	57.1%	18.8%	13.6%	1,271	86.1%
2013-14	11,747	76.4%	56.3%	18.4%	13.1%	1,152	93.4%
2014-15	10,686	76.5%	56.3%	18.6%	11.9%	1,137	94.1%
Source:	CSI Internal Data		IPEDS from National Center for Education Statistics				Idaho PTE Follow-Up

VFA

Voluntary Framework of Accountability

Six Year Outcomes for Credential Seeking Students

Most Recent Six-Year Cohort of Students (Fall 2008)	Associate Degree - With Transfer	Associate Degree - Without Transfer	Certificate - With Transfer	Certificate - Without Transfer	No Award - With Transfer	No Award - Still Enrolled	Left, No Award, No Transfer - 30 or more credits	Left, No Award, No Transfer - less than 30 credits
Count	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
906	12.6%	14.0%	1.2%	3.4%	19.6%	7.1%	22.5%	19.5%

Overall, six years after starting college, 57.9% of CSI's credential-seeking students have earned a degree or certificate, transferred or are continuing their education at CSI.

Research and Economic Development

- Workforce Development
 - Served 4,319 students in FY15, an increase of 38% over prior year
 - Programs include electrical, plumbing and maintenance apprenticeship, industrial maintenance and health workforce training
 - Targeted training courses supporting food processing, industrial safety, welding, trucking and law enforcement
 - Current and upcoming training projects with regional employers including Clif Bar, Chobani, Hilex Poly/Novolex, Fabri-Kal, Kapstone Inc. and Bridon
- Southern Idaho Economic Development Organization (SIEDO)
- City of Twin Falls
- Region IV Development Association (RIVDA)
- Area Chambers of Commerce
- Urban Renewal
- Undergraduate research

Special/health Programs

- CCA GPS
 - Focusing on STEM pathways
 - i-STEM Summer Institute
- SQF approved training center for Food Processing Technology Program
- Student Success Center

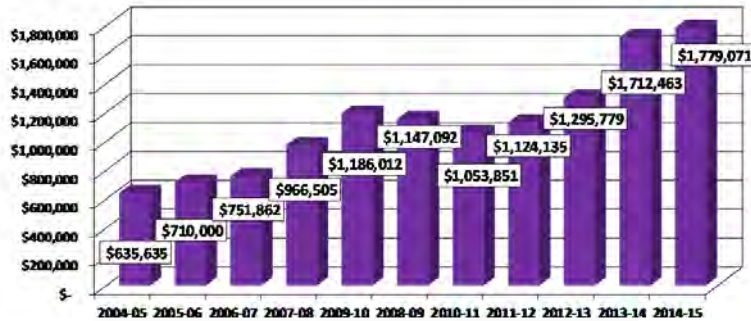
College Updates

- Office of Institutional Effectiveness
 - Institutional Research
 - Grants
 - Strategic Planning
 - Accreditation
- Student Success Center
 - Facilitates remediation reform efforts and provides tutoring, testing, advising, and mentoring
- Associate Dean of STEM
 - Facilitates and coordinates college department, K-12, and community STEM projects and grants
- Transition Coordinators
- Academic Coaches
- AAWCC Chapter, the first in Idaho

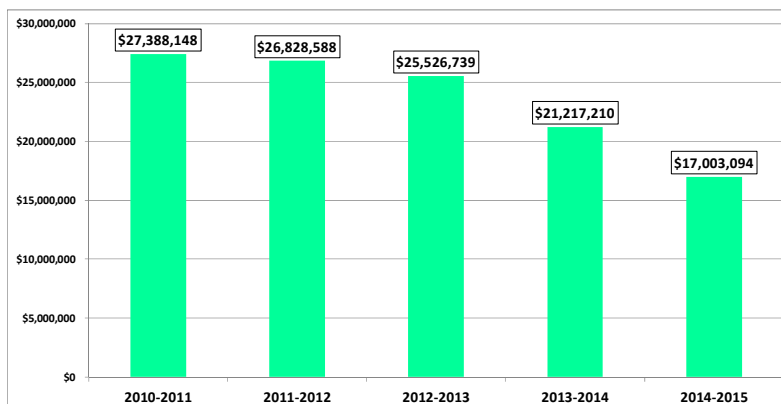
Collaborations

- | | |
|---|---|
| <ul style="list-style-type: none">• Higher Education<ul style="list-style-type: none">• BSU, ISU, U of I (Higher Ed Ctr)• Eight County Service Region<ul style="list-style-type: none">• Chambers of Commerce• SIEDO• Business Plus• Jerome 20/20• SVED• SBDC• RIVDA• TF Ready Team• URA | <ul style="list-style-type: none">• Workforce Development<ul style="list-style-type: none">• FY15: 4,139 students (38% increase from FY14)• Program Advisory Councils• Certificates and degrees• Health Care<ul style="list-style-type: none">• St. Luke's East Region |
|---|---|

CSI Foundation Scholarships



CSI Financial Aid-Dollars Disbursed



Graphic displays total annual dollars in federal financial aid awards disbursed to CSI students.

Outreach

- Off-Campus Centers
 - Blaine County
 - Mini-cassia
 - Northside
 - Eastern Idaho
 - Jerome
- Community
 - Community education courses
 - Over-60 courses
 - Trans IV
 - Headstart
 - Office on Aging
 - Boys and Girls Club
 - Refugee Center
 - Small Business Development Center

New Building

- ATIC
 - Applied Technology and Innovation Center

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015**

PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report.

BACKGROUND/DISCUSSION

President Fernandez, Lewis-Clark State College President and current chair of the Presidents' Council, will give a report on the recent activities of the President's Council and answer questions.

The Presidents' Council did not meet in November, but will provide a report for the December 1, 2015 meeting.

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
DECEMBER 10, 2015

SUBJECT

Exploring Options for Expanding Higher Education in Eastern Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-2101, -2103, -2104

BACKGROUND/DISCUSSION

For the past several months, Idaho Falls Mayor Rebecca Casper has been spearheading a conversation among community leaders about the possibility of running a campaign to create a community college district. While this community group enthusiastically supports the concept, the creation of a taxing district in Idaho must be approved by two-thirds of the voters voting on the question.

Assuming voters approved a new taxing district:

- (1) The actual levy rate would be determined by the new college's board of trustees.
- (2) The future status of Eastern Idaho Technical College, under the governance of the State Board of Education, would need to be determined, including ownership of the college's real and personal property, the title to which is currently held by the Board.
- (3) Idaho State University maintains an embedded community college function offering Associates degrees and professional-technical degrees and certificates. The Board would need to determine whether this function would still be necessary and appropriate at the Pocatello campus.

STAFF COMMENTS AND RECOMMENDATIONS

Mayor Casper will provide a progress report on her community's efforts to establish a community college to Idaho Falls.

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
DECEMBER 10, 2015

SUBJECT

Delegation

REFERENCE

August 2015

The Board discussed the potential of delegating some items that are currently reserved for Board approval.

October 2015

As part of the Presidents' Council Report agenda item the Presidents were asked to review and provide feedback on potential areas of delegation that were received from the Board committees.

BACKGROUND/DISCUSSION

At the August 2015 Board meeting work session, the Board discussed its meeting structure and operations. As a result of that discussion, each of the Board's standing committees were asked to forward recommendations on items that were currently reserved for Board action that could potentially be delegated to the Board's chief executive officers. During the October 2015 Board meeting, the presidents were asked to review the suggestions and provide input.

As each committee explored various issues, the majority of the recommendations were oriented around process or timing of reports, rather than the delegation of authority. The Business Affairs and Human Resource Committee did forward the recommendation that approval of coach contracts be delegated to the institution presidents based on a salary amount threshold. The initial recommendation was 75% of the president's salary, in alignment with existing Board policy for other institution employees.

During the December 1, 2015 Presidents' Council meeting, this recommendation was discussed along with the hiring of staff in general and existing areas that the Board has reserved authority over. Current Board policy requires approval of contract for non-classified staff over 1 year (Board Policy II.F.), other than coaches, as well as approval of any individual being hired at a salary within 75% of the President's salary (Board Policy II.B.3) or above the College and University Professional Association for Human Resources (CUPA-HR) median salary for that position (Board Policy II.F.).

The final recommendation from the Presidents' Council is to expand the ability for the President's to hire non-classified staff with multi-year contracts in alignment with the multi-year contracts that is customary for athletic coaches as well as set a threshold for approval of these and the coaches contract that the Presidents can approve.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015**

IMPACT

Potential changes could result in increased efficiencies as management decision are delegated to the Board's chief executive officers allowing the Board to focus on broader institution and state policy issues.

STAFF COMMENTS AND RECOMMENDATIONS

Based on the discussion during the Board meeting and Board direction, staff will bring back a proposed policy amendment for a first reading at the February 2016 Board meeting. The proposed policy amendments would include changes to allow for multi-year contracts for all non-classified employees and set an upper amount in years and dollars that the presidents can approve. Any contracts above this limit would come to the Board for consideration.

The proposed process changes that are not in Board policy will be discussed further with Board staff and any committees they may impact before further action is taken. The other proposed policy amendments will be discussed with the Planning, Policy and Governmental Affairs Committee and other Board committees they may impact following an analysis by Board staff. Based on these discussions they may result in additional policy amendments coming to the Board at future meetings.

BOARD ACTION

This item is for informational purposes. Any action will be at the Boards discretion.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

SUBJECT

Idaho Teacher Pipeline Report

REFERENCE

August 2015

The Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

In 2014 as part of the of the Career Ladder subcommittee work it was discovered that there were a number of current practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Idaho Code authorizes the State Board of Education to set the requirement for teacher certification. These requirements are set by the Board through Administrative Code.

These unauthorized practices included:

- language in Administrative Code that specifies an elementary or secondary certificate only makes the holder eligible to teach in specific grade ranges, while the current practice has been to allow teachers to teach in grade ranges specified on a content area endorsement in conflict with the certification language;
- endorsements being granted in either grade ranges or subject areas that are not currently authorized in Administrative Code; and
- the granting of emergency “provisional” certificates by the Department when current language in Idaho Code only grants this authority to the State Board of Education.

In response to these issues, the Department of Education discontinued the granting of “provisional” certificates and the Board approved changes to Administrative Code that broaden the language regarding the alternate route to certification for content specialists to allow them to enter the classroom sooner than the previous language allowed. This has left two remaining issues yet to be resolved regarding the certificates and endorsements. The Board discussed during the August 2015 Board meeting taking a systematic approach to finding solutions to these issues that would do the least harm to the teachers and school districts while at the same time assuring that we have qualified and effective teachers in the classroom. In order to accomplish this, it is necessary for the Board to understand the scope of the issues and the full impact of any potential changes, therefore we need to look at the teacher pipeline. This includes those

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

individuals in our teacher preparations programs, what our certificated workforce currently looks like, what positions districts are having difficulty in filling under the current system, and how grade range restrictions impact the district's ability to fill positions. An example of the last issue regarding grade range restrictions happened with the 9th grade. An individual with an elementary certificate, as the certification requirements are currently written, would only be eligible to teach grades K-8, while an individual with a secondary certificate can teach grades 6-12. The majority of middle school teachers hold an elementary certificate; if the middle school includes 9th grade, it limits the number of teachers who could teach the 9th grade class.

IMPACT

The attached report will help to inform the Board of Idaho's teacher pipeline in preparation for making changes to the teacher certification process.

ATTACHMENTS

Attachment 1 – Teacher Pipeline Initial Report

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The following report is a first look at the available data of Idaho's teacher pipeline. This and additional data will be used to make recommendations to the Board on changes to Administrative Code through the rulemaking process in 2016. There have been some discrepancies identified in the data that is currently reported regarding teacher certificates and endorsement. Board staff will work on identifying which of these issues are a matter of previous terms used that need to be updated to the current endorsement or certificate names. These are endorsements or certificates that no longer exist, but are retained as part of the grandfathering authorized in Section 33-1206, Idaho code; further, they need to either be converted into authorized certificates and discontinued, or added to administrative rule so that they are authorized.

While all of the data is not complete at this time, due to the scope and potential impact of the issues staff felt it was important to start looking at the available data, discussing the issues and identifying additional data/or information the Board would like provided prior to any recommendations being made. Because the certification requirements are contained in Administrative Code, it is also important to time the discussion in such a way that any rule changes could be considered in time for the rulemaking deadlines. Based on feedback from the Board, additional data could be provided at the February 2016 Board meeting with final data/information and recommendation coming to the Board at the April 2016 Board meeting.

Current discussions are taking place with the stakeholder organizations (Idaho School Board's Association, Idaho Association of School Administrators, Idaho Education Association, the teacher preparation program deans and Department of Education certification staff) to gather input.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

BOARD ACTION

This item is for informational purposes. Any action will be at the Boards discretion.

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Idaho Teacher Pipeline Report

December 2015

Introduction

In 2014 as part of the of the Career Ladder subcommittee it was discovered that there were a number of current practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Current Idaho Code authorizes the State Board of Education to set the requirement for teacher certification. This is done through Administrative code. The following report is a first look of the available data of Idaho's teacher pipeline. This and additional data will be used to make recommendations to the Board on changes to Administrative Code through the rulemaking process in 2016.

Preparation Program Enrollment

On an annual basis, Idaho's approved educator preparation programs report their enrollment data to the state and federal government. Tables 1 and 2 outline the number of students enrolled in Idaho's educator preparation programs from 2008 to 2014. The data in Table 2 indicates the levels of enrollment at Idaho's public, private, and alternate route programs.

Table 1: Total Preparation Program Enrollment (Statewide)¹

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
8393	8323	8161	6909	5833	5397

Table 2: Preparation Program Enrollment, by Program Type¹

Type	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Public	4230	4048	3805	2403	1756	1616
Private	3569	3938	4030	4352	3782	3408
Alternate	594	330	326	154	284	373

*Enrollment by program type (public, private, alternate) only includes programs that have data for all available years and is not intended to be summed up across programs. The statewide totals for all programs in a given year is represented in Table 1: Total Enrollment

¹ Title II Reports, Idaho, 2014, 2013, 2012, 2011, 2010 (enrollment and completers data provided by the educator preparation programs; certification data provided by the Idaho State Department of Education)

Preparation Program Completers

Educator preparation programs also provide data regarding the number of students who complete their programs. Table 3 (below) outlines the number of program completers at Idaho's public, private, and alternate route programs from 2008 to 2014. Table 4 (below) outlines the subjects that teachers were prepared to teach in.

Table 3: Preparation Program Completers, by Program Type¹						
Type	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Public	562	589	549	657	643	517
Private	540	532	517	519	539	477
Alternate	229	302	131	37	158	199
Totals (Statewide)	1331	1423	1197	1213	1340	1193

Table 4: Teachers Prepared, by Subject Area¹			
Program Type and Subject Area	2011-12	2012-13	2013-14
Public			
Early Childhood	28	29	17
Elementary Education	300	239	189
Secondary Education	156	100	95
English, Language Arts, or Reading	100	67	101
Math	35	22	42
Science, Engineering, Technology	41	25	28
Special Education	47	37	32
Languages, Bilingual, or ESL	60	37	36
All Others	299	185	163
Private			
Early Childhood	62	53	56
Elementary Education	227	240	211
Secondary Education	270	293	239
English, Language Arts, or Reading	52	66	59
Math	37	35	34
Science, Engineering, Technology	36	24	14
Special Education	47	56	56
Languages, Bilingual, or ESL	42	53	34
All Others	210	180	144
Alternate			
Early Childhood	0	0	0
Elementary Education	15	74	101
Secondary Education	0	0	5
English, Language Arts, or Reading	4	17	23
Math	5	14	22
Science, Engineering, Technology	5	18	31

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Special Education	2	39	44
Languages, Bilingual, or ESL	2	2	0
Other	7	13	12
Totals - All Programs			
Early Childhood	90	82	73
Elementary Education	542	553	501
Secondary Education	426	393	339
English, Language Arts, or Reading	156	150	183
Math	77	71	98
Science, Engineering, Technology	82	67	73
Special Education	96	132	132
Languages, Bilingual, or ESL	104	92	70
All Others	516	378	319

Teachers Prepared and Credentialed

This section provides information regarding the numbers of teachers credentialed in Idaho. Table 5 outlines the numbers of individuals credentialed from 2008-2014 and indicates whether these educators were prepared through an in-state or out-of-state program. Table 6 provides data regarding the numbers of teachers prepared at in-state programs and the certificates they received.

Table 5: Teachers Credentialed, by Program Location²

Program Location	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
In-State Preparation	1163	1160	1138	1433	1315	1242
Out-of-State Preparation	838	661	633	450	460	601

Table 6: Teachers Prepared, by Certificate Type¹

Program and Certificate Type	2011-12	2012-13	2013-14
Public			
Elementary	75	98	156
Secondary	248	91	161
Exceptional Child	19	22	30
Early Childhood / ECSE Blended	15	10	14
Occupational Specialist (Limited or Advanced)	8	4	11
Interim (Alternate Authorizations)	0	0	15
Private			
Elementary	20	57	92
Secondary	113	45	69
Exceptional Child	0	4	0
Early Childhood / ECSE Blended	6	9	16

² Idaho State Department of Education, Certification Department "IEA Public Records Request"

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Occupational Specialist (Limited or Advanced)	3	1	1
Interim (Alternate Authorizations)	0	0	6
Alternate			
Elementary	30	4	24
Secondary	23	9	19
Exceptional Child	18	3	11
Early Childhood / ECSE Blended	0	2	0
Occupational Specialist (Limited or Advanced)	0	0	0
Interim (Alternate Authorizations)	0	1	3
Totals - All Programs			
Elementary	125	159	272
Secondary	384	145	249
Exceptional Child	37	29	41
Early Childhood / ECSE Blended	21	21	30
Occupational Specialist (Limited or Advanced)	11	5	12
Interim (Alternate Authorizations)	0	1	24

Alternate and Provisional Authorizations

Idaho Administrative Code outlines several alternative routes to teacher certification. All educators pursuing these routes are issued Interim certificates. Tables 7, 8, and 9 provide details about the alternate authorizations issued by the Department of Education in 2013-2014.

The 2015 Professional Standards Commission Annual Report indicates that there were 154 Provisional Authorizations with a total of 163 endorsements/assignments issued during the 2013-2014 school year. Table 7 provides details about the provisional authorizations issued to teacher; the data does not include provisional certificates issued to administrators.

Table 7: Provisional Authorizations by Endorsement / Subject Area³	
Subject Area	2013-14
Early Childhood	3
Elementary Education	0
Special Education	27
Languages, Bilingual, or ESL	7
Secondary Education	
English, Language Arts, or Reading	9
Math	18
Science, Engineering, Technology	13
All Other Secondary Endorsements / Subjects	36

³ Professional Standards Commission, 2013-2014 Annual Report

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All Other Endorsements / Subjects	25
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During the 2013-2014 school year, 39 Content Specialist alternate authorizations with 42 total endorsements/assignments were issued.

Table 8: Alternate Authorizations – Content Specialist by Endorsement / Subject Area³	
Subject Area	2013-14
Early Childhood	0
Elementary Education	6
Special Education	8
Languages, Bilingual, or ESL	1
Secondary Education	
English, Language Arts, or Reading	2
Math	5
Science, Engineering, Technology	4
All Other Secondary Endorsements / Subjects	9
All Other Endorsements / Subjects	7

During the 2013-2014 school year, 39 Content Specialist alternate authorizations with 42 total endorsements/assignments were issued. Table 9 provides details about the alternate authorizations issued to teachers; the data does not include those new certificates issued to administrators.

Table 9: Alternate Authorizations – Teacher to New Certificate by Endorsement / Subject Area³	
Subject Area	2013-14
Early Childhood	12
Elementary Education	17
Special Education	37
Languages, Bilingual, or ESL	17
Secondary Education	
English, Language Arts, or Reading	4
Math	24
Science, Engineering, Technology	22
All Other Secondary Endorsements / Subjects	50
All Other Endorsements / Subjects	35

Teacher Departures

To understand Idaho's teacher pipeline, it critical to gather and analyze data regarding situations that create vacancies. Tables 10 and 11 summarize data provided by school

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districts to the Department of Education regarding teacher retirements and other reasons for departure.

Table 10: Teacher Retirements²					
Type	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers who retired	444	349	270	456	444
Teachers who retired early w/ early retirement incentive program (I.C. 33-1004G only)	92	196	16	10	0

Table 11: Teacher Departures²					
Type	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers who moved from one ID district to another ID district	509	242	82	168	213
Teachers who left ID to work at another educational institution	215	119	48	51	71
Teachers who left the teaching profession	828	716	1276	1884	1684
<i>Reason: Involuntary termination</i>	55	98	96	127	126
<i>Reason: Personal reasons</i>	428	314	697	957	1005
<i>Reason: Reduction in force</i>	34	83	85	143	42

District Feedback on Hard to Fill Positions

In October 2014, the Idaho Association of School Administrators (IASA) partnered with Dr. Patti Mortenson, Assistant Professor of School Psychology and Educational Leadership at Idaho State University, to send out electronic surveys to superintendents of 115 Idaho school districts. The surveys asked superintendents to reflect on teacher hiring and hard-to-fill positions. Superintendents from 68 school districts from all six regions responded to the survey, representing 59% of Idaho school districts. Of the 68 responding districts, 66 reporting hiring teachers or specialists during the 2014-2015 school year. The following information represents a summary of the survey responses.⁴

- 79% (52 districts) reported that qualified candidate pools for open teacher positions were “inadequate”
- 83% (54 districts) reported that qualified candidate pools for open specialist (school psychologists, speech and language therapists, etc.) positions were “inadequate”
- Only 10 of 65 districts (15%) were able to hire fully certified staff for all of their vacant positions

⁴ Mortenson, P. Idaho State University in partnership with Idaho Association of School Administrators. “The Impact of Teacher Shortages on Idaho Districts – Talking Points.”

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- 62% (41 districts) reported that hiring teachers was “extremely challenging” and an additional 35% (23 districts) reported “some challenges” in hiring teachers
- 71% (47 districts) reported open teaching positions in math were the most difficult to fill
- The top three types of teaching positions that were the most difficult to fill were: secondary (55 districts), special education (45 districts), and elementary teaches (30 districts)

Table 12: Options Districts Used to Fill Vacant Positions⁴

Option	# of Districts Reporting	# of Districts that Used Option	% of Districts that Used Option
Requested provisional authorization (1 year) for new hire(s)	63	54	86%
Requested alternate authorization (3 years) for new hire(s)	65	54	83%
Hired ABCTE prepared teacher(s) on alternate route to certification	63	44	70%
Worked with educator preparation programs to hire student teacher(s)	58	31	53%
Bought prep hours to cover needed sections	61	31	51%
Increased class size and didn't hire	54	27	50%
Contracted for specialist services with outside provider	57	28	49%
Started school with a substitute in hopes of filling position(s) later in the year	55	23	42%
Cancelled classes and/or programs due to unfilled positions	55	22	40%

Teacher Certificates and Endorsements

Idaho Administrative Code outlines specific educator certificates and endorsements. While the certificates and endorsements outlined in Administrative Code have changed over time, data clearly reveals that active certificate holders have been issued (and likely renewed) certificates and endorsements that are outdated or otherwise do not exist. Tables 13 and 14 demonstrate the discrepancy between certificates authorized by Administrative Code and those held by educators. Tables 15, 16, 17, and 18 demonstrate the discrepancy between endorsements outlined in Administrative Code and those issued to educators. The endorsement tables have been separated to indicate the endorsements that the Division of Professional-Technical Education (PTE) has issued to holders of Occupational Specialist certificates (Tables 17 and 18) and those issued by the State Department of Education (SDE) to holders of all other certificates (Tables 15 and 16).

Table 13: ID Certificates Authorized by Administrative Code	Table 14: ID Certificates held by Active Certificate Holders (as issued by the SDE)
Certificate Name	Certificate Name
Standard Elementary	Standard Elementary
	State Elementary
	Advanced Elementary
Standard Secondary	Standard Secondary
	Advanced Secondary
Exceptional Child	Exceptional Child
	Advanced Exceptional Child
Early Childhood / Early Childhood Special Education (ECSE) Blended	Early Childhood / Early Childhood Special Education (ECSE) Blended
	Restricted ECSE
	Standard K/3
	Advanced K/3
American Indian Language	American Indian Language
Postsecondary Specialist	Postsecondary Specialist
Limited Occupational Specialist	Limited Occupational Specialist
Standard Occupational Specialist	Standard Occupational Specialist
Advanced Occupational Specialist	Advanced Occupational Specialist
Pupil Personnel Services	Pupil Personnel Services
Administrator	Administrator
Professional-Technical Administrator	Professional-Technical Administrator
Interim*	Interim*
	Military
	Specialist
	Limited
	Provisional Authorization**

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*Interim certificates are issued to individuals who hold a valid certificate from another state and those going through an alternate route to certification, including: Alternate Authorization – Content Specialist, Alternate Authorization – Teacher to New Certification, and those participating in a Non-Traditional Route to Teacher Certification program (ABCTE or Teach for America)

**Idaho state law allows the State Board of Education to directly authorize provisional certificates. Effective with the 2015-2016 academic year, the State Department of Education (SDE) will not issue Provisional Authorizations. Individuals will be guided to utilize other appropriate alternate routes to certification. If an individual wishes to seek provisional authorization, he/she must apply directly to the State Board of Education.

Table 15: ID Endorsements Authorized by Administrative Code
Endorsement Name
Agriculture Science and Technology
American Government / Political Science
Art
Bilingual Education
Biological Science
Business Technology Education
Chemistry
Communication
Drama
Earth Science
Economics

Table 16: ID Endorsements held by Active Certificate Holders (as issued by the SDE)
Endorsement Name
Agriculture Science and Technology
General Agriculture
American Government / Political Science
Political Science / Government Proficiency
American Government
Political Science
American Government / Political Science 6/9
Art
Art 6/9
Arts Proficiency 6/8 (Elem)
Bilingual Education
Biological Science
Biological Science 6/9
Business Technology Education
Business Education – Office Occupation
Business Education
Business Education Accounting
Basic Business
Business Education 6/9
Chemistry
Chemistry 6/9
Communication
Communication / Drama
Communication 6/9
Drama
Drama 6/9
Earth Science
Earth Science 6/9
Economics
Consumer Economics
General Home Economics
Economics Proficiency

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English
English as a New Language
Family and Consumer Sciences
Geography
Geology
Gifted and Talented
Health
History
Humanities
Journalism
Literacy
Marketing Technology Education
Mathematics
Mathematics – Basic
Mathematics Consulting Teacher
Music
Natural Science
Online Teacher
Physics
Physical Education
Physical Education / Health
Physical Science
Psychology
Social Studies
Sociology

English
English Proficiency
English 6/9
English as a New Language
Family and Consumer Sciences
Family and Consumer Sciences 6/9
Geography
Geography 6/9
Geology
Geology 6/9
Gifted and Talented
Health
Health 6/9
History
History Proficiency
History 6/9
Humanities
Journalism
Journalism 6/9
Literacy
Literacy 6/9
Marketing Technology Education
Marketing Education
Marketing Education 6/9
Mathematics
Math Proficiency
Mathematics 6/9
Mathematics – Basic
Basic Math 6/9
Mathematics Consulting Teacher
Music
Music Specialist
Natural Science
Natural Science 6/9
Online Teacher
Physics
Physics 6/9
Physical Education
Physical Education / Health
Physical Science
Physical Science 6/9
Psychology
Psychology 6/9
Social Studies
Social Studies 6/9
Sociology

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Sociology / Anthropology
Special Education Consulting Teacher
Teacher Librarian
Technology Education
World Language
School Principal (Administrator Certificate only)
Superintendent (Administrator Certificate only)
Director of Special Education and Related Services (Administrator Certificate only)
Counselor (Pupil Personnel Services Certificate only)
School Psychologist (Pupil Personnel Services Certificate only)
School Nurse (Pupil Personnel Services Certificate only)
Interim - School Nurse (Pupil Personnel Services Certificate only)
Speech-Language Pathologist (Pupil Personnel Services Certificate only)
Speech-Language Pathologist (Pupil Personnel Services Certificate only)
Audiology (Pupil Personnel Services Certificate only)
School Social Worker (Pupil Personnel Services Certificate only)
Generalist (Exceptional Child Certificate only)
Early Childhood Special Education (Exceptional Child Certificate only)
Deaf / Hard of Hearing (Exceptional Child

Sociology 6/9
Sociology / Anthropology
Sociology / Anthropology 6/9
Consulting Teacher (Exceptional Child)
Library Media Specialist
Technology Education
Foreign Language
American Sign Language
Spanish
Spanish 6/9
French
German
Latin
Russian
American Indian Language
Greek
Arabic
Japanese
Italian
Chinese
School Principal
Secondary School Principal
Superintendent
Director of Special Education and Related Services
Counselor
Advanced Counselor
School Psychologist
Psychological Examiner
School Nurse
Speech-Language Pathologist
Audiology
School Social Worker
Generalist
Early Childhood Special Education (Exceptional Child and EC / ECSE Blended)
Deaf / Hard of Hearing

Certificate only)	
Visual Impairment (Exceptional Child Certificate only)	Visual Impairment
	Bible Instruction
	Science Proficiency
	Debate
	Philosophy
	Computer Applications
	Environmental Science
	Driver Education
	Secretarial Science
	Industrial Arts
	Industrial Technology
	Electricity / Electronics
	Speech
	Occupational Therapist
	English Generalist (Exceptional Child)
	History Generalist (Exceptional Child)
	Math Generalist (Exceptional Child)
	Political Science / Government Generalist (Exceptional Child)
	Science Generalist (Exceptional Child)
	Supervisor / Coordinator of Special Education (Exceptional Child)
	Serious / Emotional Disturbed K/12 (Exceptional Child)
	Severe Retardation K/12 (Exceptional Child)
	Multiple Impairment (Exceptional Child)
	All Subjects K/3 (Standard K/3 and Advanced K/3 Certificate)
	Early Childhood PreK/3 (Standard K/3, Standard Elementary, Advanced Elementary)
	All Subjects K/8 (Standard Elementary Certificate)
	Military (Military and Standard Secondary)
	Vocational Office Occupation-Clerical 6/12 (Standard Secondary, Advanced Secondary)
	Multi-Occupations 6/12 (Standard Secondary)
	Vocational Special Needs (Exceptional Child, Standard Secondary, Occupational Specialist)
	Vocational Industrial Technology (Standard Secondary)

Table 17: ID Endorsements Authorized by Administrative Code for Occupational Specialists	Table 18: ID Endorsements held by Active Occupational Specialist Certificate Holders (as issued by the PTE)
Endorsement Name	Endorsement Name
Work-Based Learning Coordinator (Occupational Specialist or Standard Secondary + occupational endorsement only)	Work-Based Learning Coordinator
Career Counselor (Pupil Personnel + Counselor or specific PTE pathway)	Career Counselor
	Professional-Technical Counselor
	Agriculture Business and Management
	Agriculture Production
	Agriculture Power Machinery
	Farm and Ranch Management
	Animal Health and Veterinary Science
	Aquaculture
	Accounting
	Bookkeeping
	Business Data Processing
	Business Management / Finance
	Business Systems / Computer Technology
	Paralegal / Legal Assisting
	Child Development Care and Guidance
	Sports Medicine / Athletic Training
	Personal Trainer
	Culinary Arts
	Food Service
	Dental Assisting
	Forestry
	General Office Clerical
	General Office Secretarial
	Hospitality
	Horticulture
	Marketing
	Computer Graphic Communications
	Information/Communication Technology
	Microcomputer Applications
	Network Support Technician
	Word Processing Technology
	Natural Resource Management
	Emergency Medical Technician
	Medical Assisting
	Medical Professional Assistant
	Mental Health Technology
	Nursing Assistant

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	Pharmacy Assisting
	Practical Nursing
	Orientation Health Occupations
	Radiology Technology
	Rehabilitation / Therapeutic Services
	Respiratory Therapy
	Surgical Technology
	Sales
	General Engineering
	Principles of Engineering
	Surveying Technology
	Electronic Technology
	Manufacturing Technology
	Electrical Technology
	Heating / Air Conditioning
	Automotive Body Repair
	Automotive Technology
	Carpentry
	Electrician
	Masons and Tile Setters
	Cabinetmaking and Millwork
	Building Trades Construction
	Industrial Maintenance Mechanics
	Digital Home Technology
	Diesel Engine Mechanics
	Drafting
	Architectural Drafting Technology
	Environmental Control Technology
	Communications Technology
	Networking Technologies
	Graphic Arts / Journalism
	Graphic / Printing Communication
	Photography
	Television Production / Broadcasting
	Environmental and Pollution Control
	Machining Technologist
	Welding
	Cosmetology
	Fire Control / Safety Technology
	Law Enforcement
	Small Engine Repair
	Vocational Office Occupational
	Related Subjects
	Professional-Technical Administrator

Next Steps

To provide a more complete picture of Idaho's teacher pipeline, the Office of the State Board of Education intends to gather and validate additional data, including:

- The numbers and percentages of active teachers whose assignments do not align to their certificate/endorsement
- 2015 data from districts regarding hard-to-fill positions

At the conclusion of the data review process, the State Board of Education will identify a process and timeline for bringing Idaho's certification process into compliance with current Idaho law and identify those areas where Administrative Code needs to be amended to bring it into alignment with best practices.

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SUBJECT

State Comprehensive Literacy Plan

REFERENCE

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1207A and 1614, Idaho Code

BACKGROUND/DISCUSSION

The Literacy Implementation Committee includes fourteen (14) individuals from across Idaho, including representatives from the State Board of Education (Debbie Critchfield), a legislator (Rep. VanOrden), State Department of Education, K-12 education, higher education, libraries (Commission and Association), and non-profits (Idaho AEYC, Idaho Business for Education, and Idaho Voices for Children).

In spring 2015, the Literacy Implementation Committee made a preliminary, internal recommendation that the state's Comprehensive Literacy Plan be substantially revised. Committee members agreed to include this recommendation in the group's report to the State Board of Education and began work on creating a new plan. Staff members from the State Board of Education and State Department of Education acted as the lead writers, with guidance and feedback from the full committee. The committee recommended that the plan be substantially re-organized to highlight the responsibilities that various stakeholder groups have to implement strategies that support students' literacy development. The committee felt it was critical to demonstrate how individual groups must take independent action while also recognizing and capitalizing on the integrated nature of this work. The plan is designed to outline strategies that everyone in the state is responsible to move forward while also specifically outlining the activities that each stakeholder group should complete.

Due to length of time since the initial plan was written and approved by the Board, and thus, the extent of revisions necessary to update it, the Literacy Implementation Committee is submitting a new Idaho Comprehensive Literacy Plan designed to replace, rather than revise, the 1998 plan.

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IMPACT

Approval of the new Idaho Comprehensive Literacy Plan will update the currently outdated plan.

ATTACHMENTS

Attachment 1 – Idaho Comprehensive Literacy Plan, December 2015 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1207A, Idaho Code required the instruction provided by the approved teacher preparation programs are consistent with the Board approved Idaho Comprehensive Literacy Plan. While Section 33-1614, Idaho Code requires the state reading assessment use the plan as a reference document and that the curricular materials used by school districts for grades K-3 are in alignment with the plan.

Staff recommends approval.

BOARD ACTION

I move to adopt the Idaho Comprehensive Literacy Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



COMPREHENSIVE LITERACY PLAN

Kindergarten to 12th Grade

December 2015

*"Think of literacy as a spine;
it holds everything together.
The branches of learning
connect to it, meaning that
all core content teachers have a
responsibility to teach literacy."*

Vicki Phillips and Carina Wong,
The Bill and Melinda Gates Foundation

IDAHO STATE BOARD OF EDUCATION P.O. BOX 83720 BOISE, ID 83720-0037 208-334-2270

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SECTION I:

INTRODUCTION

PURPOSE OF THE IDAHO COMPREHENSIVE LITERACY PLAN

The Idaho Comprehensive Literacy Plan is designed with a single, simple goal in mind: *literacy growth for all Idaho Students*. The plan promotes a standards-based approach that incorporates the Idaho State Content Standards in English Language Arts (ELA) into all classrooms and educational environments. The Idaho State Content Standards set high expectations for student learning in order to effectively prepare students for postsecondary education and careers. The Idaho Comprehensive Literacy Plan outlines the state's strategy to ensure our students develop the strong literacy skills they need for future learning.

Idaho's approach to standards-based education is to set clear expectations at the state level to strengthen literacy in the classroom. Local school districts will continue to have the flexibility to determine the curriculum, instructional methods, assessment tools, and learning environments that will best support their students in achieving those standards with guidance provided by the state and informed by evidence-based practices and pedagogy.

Idaho has adopted the International Literacy Association (ILA) definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.¹

WHERE WE ARE NOW

Literacy Initiatives 1999-present

In 1999, after a two year study, the Idaho Legislature approved a three-part reading initiative based on the recommendations included in the Idaho State Board of Education-approved Idaho Comprehensive Literacy Plan of 1998. The initiative required the following:

- An assessment (*Idaho Reading Indicator*) for all kindergarten through third-grade public school students, at least twice a year, to identify below grade level students;
- An intervention program (*Extended Year Program*) which all school districts will offer 40-hours of additional instruction beyond the regular school day to kindergarten through third-grade students identified as below grade level;
- The establishment of the *Idaho Comprehensive Literacy Course/Assessment*. All teachers responsible for kindergarten through eighth-grade reading programs are required to complete a three-credit course or pass the assessment as part of renewing their

¹ International Literacy Association, n.d.

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professional certificate. All pre-service teachers must pass the assessment that measures their knowledge of language structure and literacy before receiving their certificate.

The Idaho Reading Indicator (IRI) was expanded in 2001, which added the statutory reading goals for the state, including the requirement that schools ensure that a minimum of 85 percent of all third grade students read at grade level at the end of third grade. During 2007, the IRI Steering Committee felt it was time for the Idaho Reading Indicator to be shifted to a new assessment, AIMSweb. Since then, Idaho has remained using Idaho-specific probes created by AIMSweb as the IRI assessment. For more information and guidance on implementation of the Idaho Reading Indicator, please visit the [State Department of Education \(SDE\) website](#) and/or contact the SDE's Assessment staff.

In 2013-2014 the Idaho State Department contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI. Their findings indicated that the IRI was not being used for its intended purpose, a screening measure, but was being used for teacher evaluation and identifying children at-risk for reading failure. Using the IRI for both of these purposes, simultaneously, poses an issue. Legislative intent behind the IRI was stated to provide teachers with information relevant to a student's reading skills and assist with identifying early interventions. The use of the IRI to evaluate teacher performance conflicts with the test's designed purpose to screen students for reading support. The Idaho K-3 Reading Assessment Analysis, in its entirety, can be found on the [Idaho Reading Indicator website](#).

In spring and summer 2015, three literacy-related groups began focused work to recommend updates to the state's literacy initiative:

- The Literacy Committee, a subcommittee of the Governor's Task Force for Improving Education, reconvened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee made recommendations to the State Board of Education in June 2015. These recommendations primarily relate to expansion of state-funded literacy interventions for struggling early elementary students and changes to statute relating to the Idaho Reading Indicator. The Committee also established the Early Literacy Assessment Working Group.
- The Early Literacy Assessment Working Group was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy, thus replacing the current assessment used for the Idaho Reading Indicator. The Early Literacy Assessment Working Group is tasked with identifying and prioritizing the state's needs for an early literacy assessment and reviewing available assessments to identify those that appear to align to those needs. The working group's recommendations will be given to the Literacy Committee and the State Board of Education in 2016.
- The Idaho Higher Education Literacy Partnership (IHELP) is a partnership created and managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and post- service educators. The group was formed to

discuss the Comprehensive Literacy Course and Assessment and is now in the process of making recommendations to update applicable sections of Administrative Rule. These recommendations will be given to the Literacy Committee and the State Board of Education in 2016. IHELP also intends to discuss the potential for shared or common literacy assessments for pre- service educators.

Student Performance in English Language Arts

Idaho Reading Indicator (IRI)

When reviewing the Idaho Reading Indicator (IRI) data, it is critical to note both the value and limitations of this data. Current IRI data should not be compared to any years prior to 2007. Between 2001 and 2006 the IRI tested such skills as letter and sound knowledge, rhyming, nonsense words, blending, comprehension, and fluency. In 2007, the IRI was changed to fluency probes provided by AIMSweb. The current IRI does not, and is not intended to, give a complete picture of a student's literacy knowledge, skills, or needs. As stated in the book *Making Assessments Matter Using Test Results to Differentiate Reading Instruction* by Nonie Lesaux and Sky Marietta, in order to promote reading achievement, educators need to have a comprehensive assessment (a coordinated and comprehensive system of multiple assessments; as defined by the US Department of Education) approach that includes action steps to link assessment results to the day-to-day instruction in the classroom. Literacy assessments, when properly used, can be the difference between a child receiving the help he or she needs or continuing to struggle as a reader. When implemented effectively, literacy assessments can in fact **reduce** anxiety and uncertainty for schools, teachers, and students.²

The IRI is administered to students in kindergarten through third grade in the fall and spring. Since the current IRI assessment was implemented in 2007, rates of students scoring at the benchmark level (a score of three on a one-to-three scale) in the spring have remained relatively stable.

Table 1: Students Scoring Benchmark (3) on the Spring IRI

Grade	Spring 2007	Spring 2015
Kindergarten	73 percent	79 percent
1 st Grade	75 percent	68 percent
2 nd Grade	70 percent	68 percent
3 rd Grade	72 percent	74 percent

While year-to-year performance remains somewhat flat, students have shown within-year growth between the fall and spring administrations of the test.

- In 2015, Hispanic students had the highest rate of growth among ethnic groups for kindergarten, 2nd and 3rd grade. (See Tables 2 and 3)
- In 2015, American Indian or Alaskan Native students demonstrated the highest rate of growth among ethnic groups for 1st grade. (See Table 2)

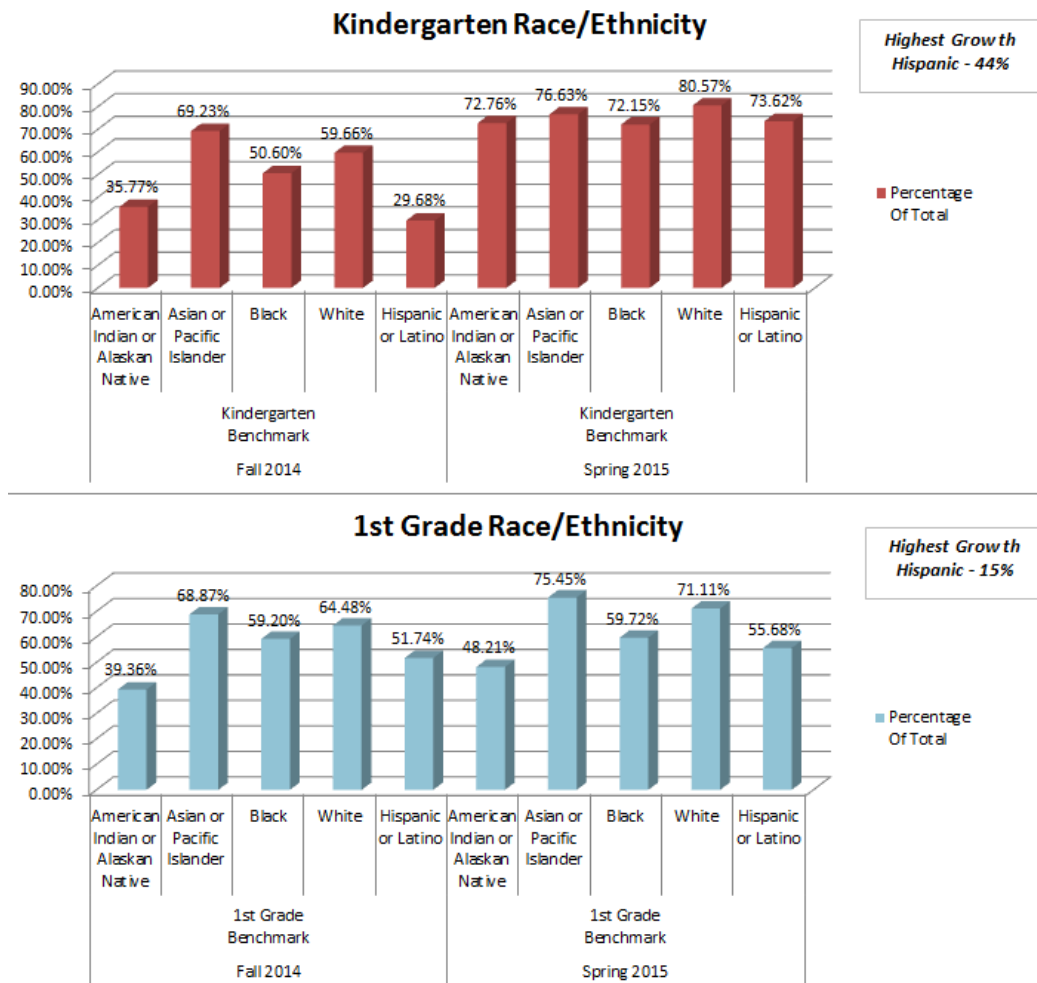
² Lesaux & Marietta, 2012

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- In 2015, Limited English Proficient (LEP) students showed the highest rate of growth among the subgroups. (See Table 4)

Table 2: 2014-2015 IRI Performance by Race/Ethnicity, K-1st grade



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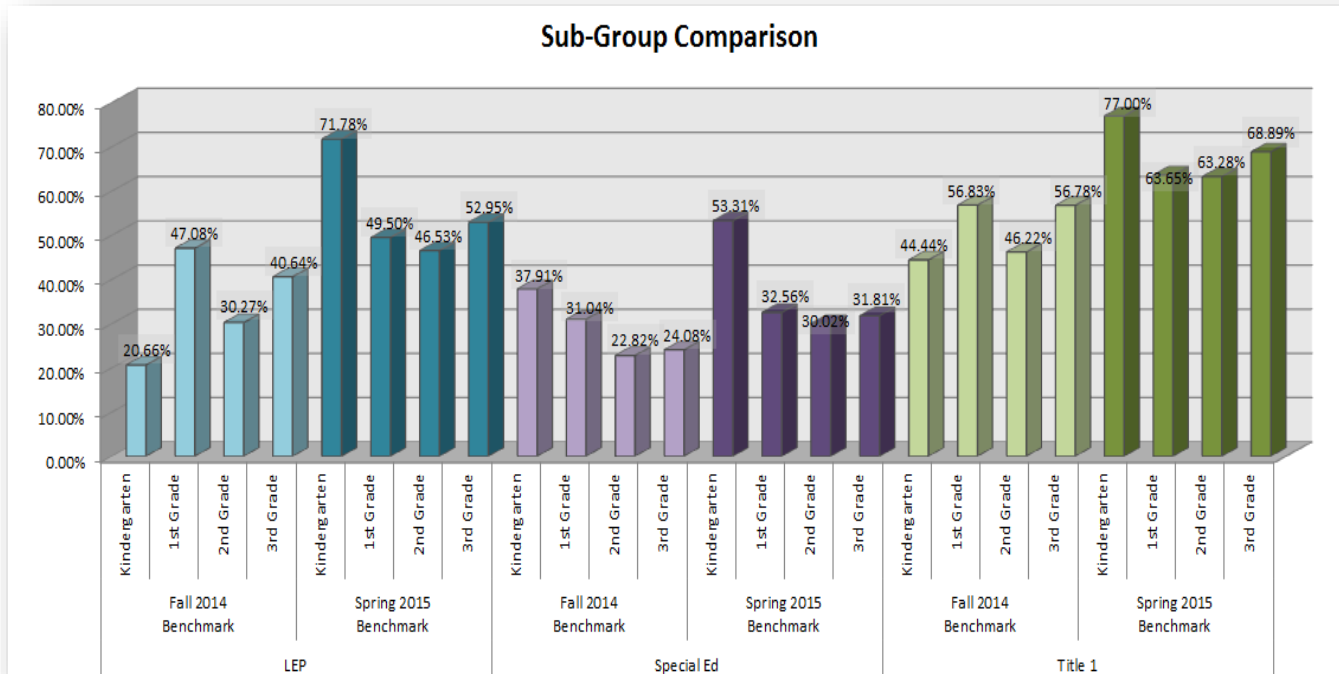
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Table 3: 2014-2015 IRI Performance by Race/Ethnicity, 2nd-3rd grade



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Table 4: IRI K-3 Sub-Group Performance Comparison



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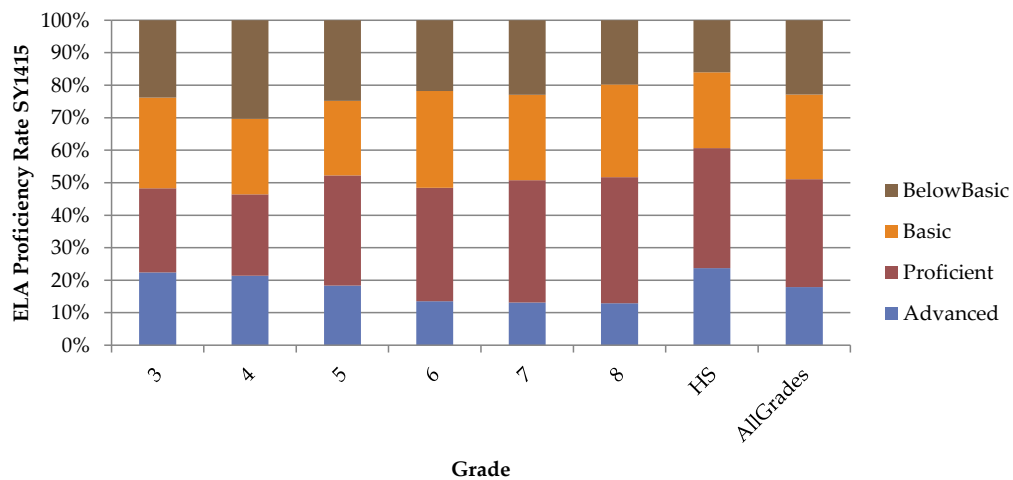
Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The assessment is administered to students in grades 3 through 10 in both English Language Arts (ELA)/Literacy and Mathematics. The 2014-2015 school year marked the first year of full implementation of the Idaho Standards Achievement Test (ISAT) by Smarter Balanced. Because the previous assessment is not aligned to the state standards and is not comparable to the 2015 data, only 2015 proficiency rates are being provided in this report.

Table 5: 2014-2015 ISAT ELA Student Performance

Grade	Advanced	Proficient	Basic	Below Basic
3	22.4%	25.9%	27.9%	23.8%
4	21.4%	25.0%	23.3%	30.3%
5	18.4%	33.9%	23.0%	24.8%
6	13.6%	34.9%	29.7%	21.8%
7	13.1%	37.7%	26.2%	23.0%
8	12.9%	38.8%	28.5%	19.7%
10	23.7%	36.9%	23.4%	16.0%
All Grades	17.9%	33.2%	26.0%	22.9%

Table 6: ELA Proficiency Rate SY1415 by Grade Level



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National Assessment for Educational Progress (NAEP)

The National Assessment for Educational Progress, also known as the nation's report card, is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide scores for Idaho school districts, schools, classrooms, or individual students. The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject.

The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. At each grade, students responded to multiple-choice and constructed-response questions designed to measure their reading comprehension across two types of texts: literary and informational. Literary texts include fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative and persuasive, procedural, and document texts. The complete subject area frameworks are available on the [National Assessment Governing Board website](http://www.naep.gov).

Table 7: 2013 NAEP Grade 4 Reading Performance

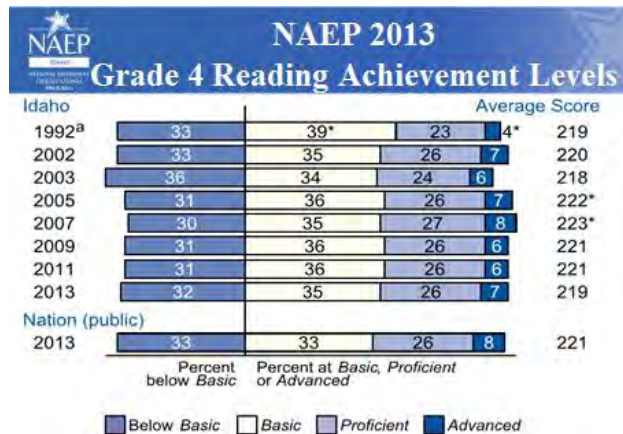
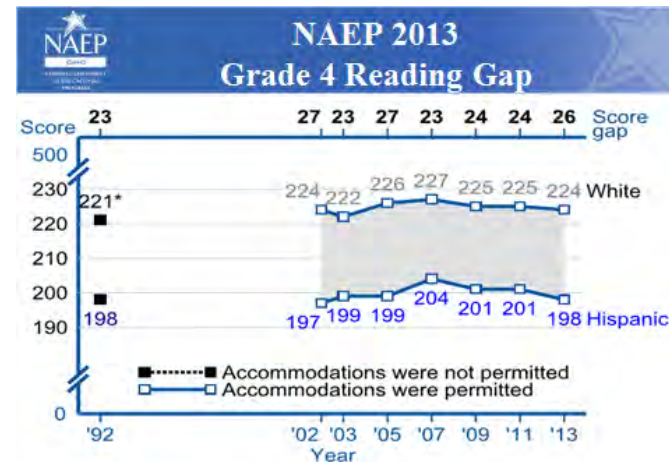
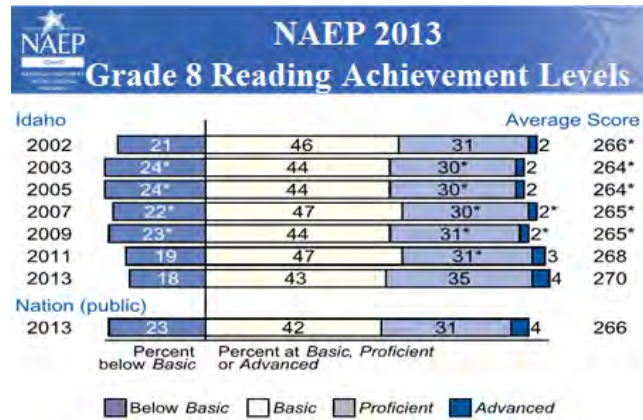


Table 8: 2013 NAEP Grade 4 Reading Achievement Gap



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Table 9: 2013 NAEP Grade 8 Reading Performance



Note: NAEP Basic = ISAT Proficient

Table 10: 2013 NAEP Grade 8 Reading Achievement Gap

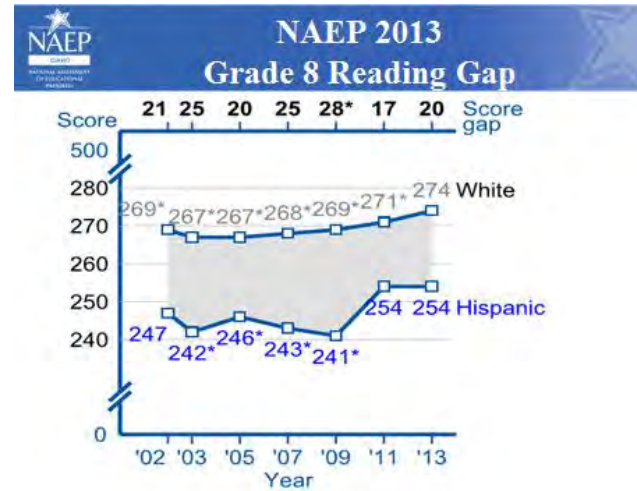


Table 11: 2015 NAEP Idaho Reading Performance

Subject	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4	31	33	28	8
Grade 8	19	44	34	3

Table 12: 2015 NAEP National Public Schools Performance

Subject	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4	32	36	24	8
Grade 8	26	42	30	3

SECTION II:

DEVELOPING LITERACY

OVERVIEW OF LITERACY DEVELOPMENT

Literacy begins the moment a child is born. This path starts at home and will continue throughout their life. The sounds of spoken language begin for a child the moment they hear their parents talk, laugh, or sing. Children raised in a socially interactive environment will have a higher rate of: talking, exposure to words, learning to write, and understanding text. Talking is one of the most viable achievements of early childhood learning. Learning new language tools also creates opportunities for children including social understanding, learning about the world, and sharing experiences. Then, children take a huge leap in language development in their first three years of school, as they learn to read. Children who have had the opportunity to experience early language skills will have a higher success of reading later in life.³

Daily Verbal Interactions

- ◆ The average 3 year old has heard 20 million words
- ◆ 3 year olds from very talkative, socially interactive families have heard 35 million words
- ◆ 3 year olds of uncommunicative families have heard less than 10 million words

Vocabulary Size

- ◆ The average child has about a 700 word vocabulary by the age of three
- ◆ Children of very sociable families have a vocabulary of about 1100 words
- ◆ Children of uncommunicative, non-reactive families have only about a 500 word vocabulary

From birth to age 3, children have roughly 15,000 hours of learning opportunities. Whether these hours are filled with language, or left empty, makes an extraordinary difference to children's development.

~T. Risley, S. Ramey, J. Washington
Webcast: From Babbling to Books: Building Pre-Reading Skills
<http://www.readingrockets.org/webcasts/1002>

The term *literacy* relates to reading, writing, and verbal communication and suggests their simultaneous development and mutually reinforcing effects. Literacy development is seen as emerging from children's oral language development and their initial, often unconventional attempts at reading (usually based on pictures) and writing (at first, scribbling). Children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.⁴

The following are critical literacy skills that children and youth develop over time:

- Understanding the sounds and meaning of spoken language (**phonological awareness**)
- Understanding letter-sound relationships (**phonics**) and recognizing words on sight
- Developing the ability to read quickly and naturally (**fluency**)
- Learning new words to build their knowledge of word meanings (**vocabulary**)
- Understanding what they read (**comprehension**)

³ Rvachew, 2010

⁴ Pikulski & Cooper, 1997

Literacy is developed through a combination of natural interactions and direct, explicit instruction. Parents can help students build a strong foundation for language skills by regularly reading together, facilitating fun activities, making time for free play, and encouraging students to draw and write. Appendix A highlights literacy development milestones from birth to age five and provides parents/guardians with recommendations regarding activities and reading material to support their children's growth.

5 STAGES OF LITERACY DEVELOPMENT⁵

Pre-Emergent Literacy (Infants and Toddlers)

Verbal Communication

- Babbles or vocalizes using sounds and inflection
- Experimenting with sounds; mimics speech patterns
- Plays and communicates with other children
- Understands and responds to some routine questions
- Identifies familiar people and objects by name

Reading and Book Knowledge

- Pays attention for short, individual and small group read-alouds
- Looks at pictures
- Touches and handles books
- Turns pages
- Brings a book for you to read
- Searches for favorite pictures in books, coloring books
- Recognizes faces and shapes

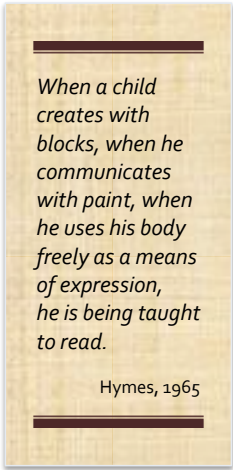
Writing

- Handles writing materials
- Makes attempts at drawing, painting, or scribbling

Emergent Literacy (Preschool)

Verbal Communication

- Has conversations with adults and peers
- Can put words together to make simple sentences
- Likes to pretend; recites and/or makes up stories or phrases
- Identifies his/her name and family names
- Understands and retains directions



When a child creates with blocks, when he communicates with paint, when he uses his body freely as a means of expression, he is being taught to read.

Hymes, 1965

⁵ Alabama Department of Education, 2011; Bank Street College of Education, n.d.; Cooper & Kiger, n.d.; Literacy Levels, n.d.; National Consortium on Deaf-Blindness Literacy Practice Partnership, 2006; Pacific Resources for Education and Learning, n.d.; The Literacy Bug, n.d.

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- Sings songs; ABC's, Twinkle Twinkle Little Star, Itsy Bitsy Spider
- Says short sentences – 4 to 7 words

Reading and Book Knowledge

- Shows an interest in books; holds books in the correct position
- Pays attention for read-alouds in small- to medium- sized groups
- Pretends to read
- Makes up stories that correspond to pictures
- Enjoys repetition of specific books / stories and may memorize certain words or phrases
- Is beginning to understand that written text carries meaning
- Can identify and name most letters

Writing

- Pretends to write
- Scribbling becomes more recognizable; letter shapes, pictures
- Recognizes his/her written name
- Can write his/her first name with most letters correct (some may not be formed correctly)
- Gives a meaning to his/her attempts at written words and may read them back to adults or peers
- Draws and paints, with increasing attempts at meaning in pictures

Early Literacy (Early Elementary)

Verbal Communication

- Is developing talking and listening abilities
- Participates in individual and small group discussions; can answer questions
- Speaks in full sentences the majority of the time with sentences growing in complexity
- Self-corrects while speaking
- Starts to rhyme and enjoys silly poems or songs
- Can recite the alphabet
- Can retell a simple story with reasonable accuracy of the events and sequence

Reading and Book Knowledge

- Understands text has meaning
- Asks questions about books
- Can name and sound out letters
- Is developing a sight word vocabulary; can recognize and reads some sight words
- Sounds out words
- Can read simple sentences and/or early reader books with support
- Is beginning to understand the difference between a made-up story and a real story

Writing

- Can write his/her name
- Can write all letters of the alphabet (though some may still need work in terms of form)

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- Understands that letters make words
- Can write short words and simple sentences
- Experiments with spelling and/or spells words based on their sounds
- Matches shapes and pictures
- Writes / draws in a way that has visual meaning even if words or images are not clear or accurate (example: a list looks like a list)

Transitional (Early to Mid-Elementary)

Verbal Communication

- Can participate in large group discussions and ask questions appropriate for the topic
- Uses appropriate words to express a wide range of feelings to adults and/or peers
- Wants to learn new words and integrates new vocabulary into his/her speech
- Can listen to a speaker and then question or respond to the presented idea(s)
- Is beginning to appreciate shades of meaning and becomes more thoughtful in word choice
- Is beginning to use persuasion

Reading and Book Knowledge

- Continues to expand sight word vocabulary
- Decodes words
- Uses appropriate techniques to identify appropriate word pronunciation (phonics, syntax, etc.)
- Knows a wide variety of sight words
- Reads grade-level materials fluently with little or no support
- Uses context to aid in identifying meaning of unfamiliar words
- Comprehends a wide variety of texts, including picture books, short stories, and informational material

Writing

- Pays attention to how words are spelled
- Expands writing capacity from multiple sentences to paragraphs and/or short papers
- Can write about a chosen (or assigned) topic
- Improves spelling accuracy, using a variety of strategies to identify appropriate spelling
- Improves appropriate use of grammar and punctuation

Fluent Literacy (Mid to Upper Elementary+)

Verbal Communication

- Develops his/her own ideas and opinions
- Speaks appropriately for different purposes
- Can communicate personal experiences in a way that relates them to a topic or discussion
- Recalls information from charts and graphs

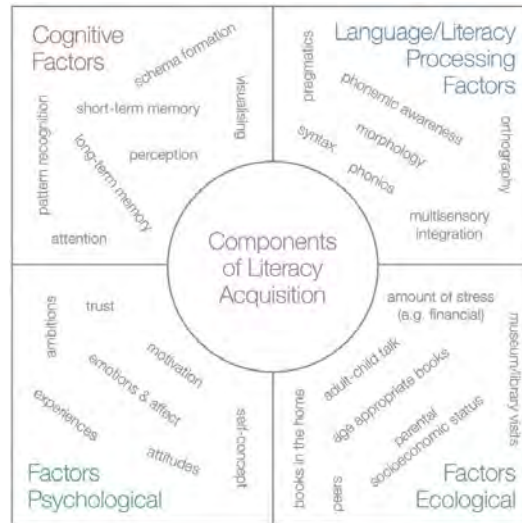
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- Asks questions for clarification or information gathering
- Uses the different parts of speech correctly; prefixes, suffixes, root words
- Uses descriptive language to express feelings, ideas, and experiences
- Is increasingly sensitive to the impact of body language and tone on communication

Reading and Book Knowledge

- Can read grade-level materials independently with fluency and understanding of the text
- Knows how to read for a specific purpose and seek answers to questions
- Makes predictions and inferences based on reading text
- Understands different genres of text and uses them appropriately
- Effectively uses prediction, self-questioning, monitoring, summarizing, evaluation, and context to construct meaning of texts
- Is aware of his/her own thinking and can communicate the thought processes used to construct meaning
- Synthesizes information from more than one text
- Can conduct an independent research project



The Literacy Bug. <http://www.theliteracybug.com/stages-of-literacy/>

Writing

- Writes different types of stories, letters
- Uses writing to persuade
- Understands and employs the writing process and revises his/her own work
- Demonstrates strong understanding and usage of grammar, spelling, and punctuation and edits his/her own writing and the work of others for accuracy
- Makes nuanced word choice decisions to communicate tone and meaning precisely
- Is developing a unique personal writing style

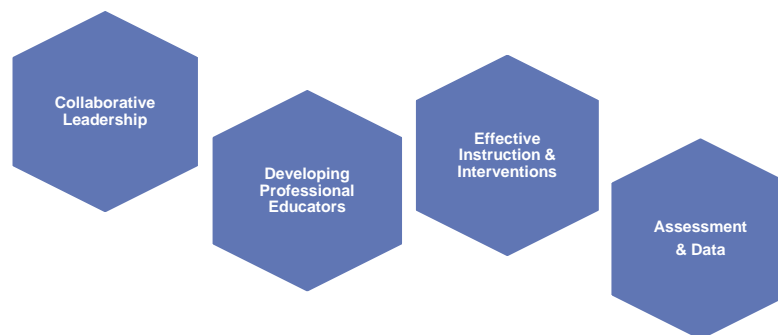
SECTION III:

ESSENTIAL ELEMENTS

OVERVIEW

Essential Elements of the Idaho Comprehensive Literacy Plan

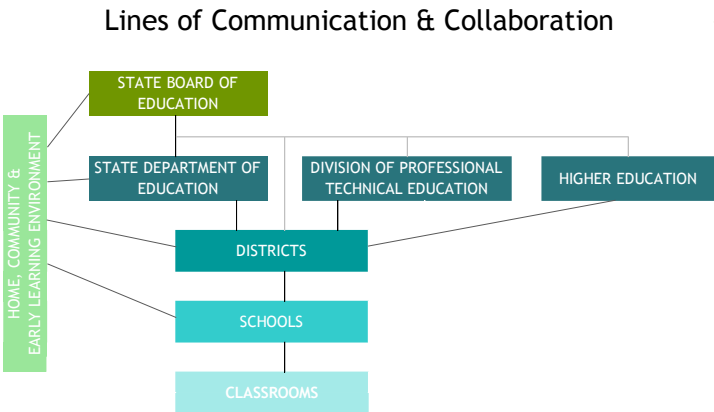
1. **Collaborative Leadership:** Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices.
2. **Developing Professional Educators:** Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.
3. **Effective Instruction and Interventions:** Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency.
4. **Assessment and Data:** Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy needs allows educators to provide individualized support.



Organization of the Comprehensive Literacy Plan

Idaho can and should become a leader in literacy development. To do so, we must maximize on our ability to be more flexible and responsive than larger states. Each group involved in supporting students should understand their responsibilities and ability to contribute to the larger picture, while also recognizing that

none are in it alone. Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it will take a statewide collaborative effort. Thus, the Comprehensive Literacy Plan is organized in a manner that highlights the role of various stakeholders in carrying out each of the essential elements of the plan. Through common goals, collaboration, and communication, we can implement innovative strategies to ensure that all of Idaho’s students have the literacy skills they need for postsecondary and career success.



State:	<p> Policymakers including the Governor, legislature, State Board of Education and its divisions (including the State Department of Education and the Division of Professional-Technical Education), and other state agencies involved in education-related work </p>
Districts, Schools, and Classrooms:	<p> All district and school employees and contractors who work to support students, including: superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school support staff </p>
Higher Education:	<p> Idaho’s public and private institutions of higher learning, including community colleges, universities, and professional-technical and certificate programs </p>
Community and Home:	<p> Parents/guardians, libraries, early learning providers, healthcare providers, nonprofits, and community agencies </p>

COLLABORATIVE LEADERSHIP

Effective leadership is essential for successful implantation and maintenance of a sustainable, comprehensive literacy program. When established and cultivated, this form of collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvements over time. To accomplish this the following strategies shall be implemented:

Strategies

- 1. Strong, effective collaboration amongst entities, including: state agencies, postsecondary institutions, K-12 districts, schools, and community agencies**
 - Communication and partnerships should be developed at the local, regional, and statewide levels
 - Groups should work together to make strategic decisions and develop statewide and regional strategies that maximize funding and resources
- 2. Regional partnerships to facilitate sharing of best practices and maximize use of resources**
- 3. District and school leaders put an emphasis on developing schools with strong cultures of collaboration**
- 4. District and school leaders provide time and resources for literacy**
- 5. School-family-community partnerships**
- 6. Set and implement appropriate policies and budgets that support literacy activities**
 - State and district policies should be written or revised to support literacy initiatives
 - State budgeting should be done with keen focus on balancing high standards and needs for resources with the importance for regional collaboration and local flexibility

Implementation

State

- The State Board of Education should provide leadership to support literacy, including establishing or adjusting laws or policies as needed. Policies should be designed to support research-based strategies that provide students a strong early start in literacy, ensure quality instruction, and address the needs of struggling readers through effective interventions.
- The legislature should provide funding to support literacy initiatives that align to the Idaho Comprehensive Literacy Plan.

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- The State Board of Education and State Department of Education should commit to consistently putting appropriate resources, including funding and staff time, towards the strategies outlined in this plan.

Districts, Schools, and Classrooms

- School boards and superintendents should establish a district-wide commitment to literacy. District and school leaders should work together to develop and implement literacy initiatives grounded in research-based literacy instructional practices, student engagement, and effective interventions.
- District and school leaders should support infrastructural modifications, as necessary, such as extended time for teacher collaboration and the establishment of teacher teams to guide the integration of literacy instruction into all areas of teaching and learning.
- District and school leaders should plan to provide appropriate resources for literacy development strategies and ensure they are effectively and efficiently utilized for the benefit of students who need them.
- School leaders should ensure that they have an established, coordinated system of support for students, particularly those who struggle with early literacy skills.
- District and school educators should act as a liaison to support student and parent/guardian involvement in literacy development to inspire strong educational outcomes for all students.
- District and school educators should encourage stakeholder involvement in any school-provided activities surrounding literacy development. (i.e. reading night, book fairs, etc.).

Higher Education

- Institutions of Higher Education should support the state's strategic direction and provide feedback to the State Board of Education regarding literacy standards.
- Institutions of Higher Education should work with the State Board of Education to continue to improve the high school to postsecondary transition and address remediation needs of students at the postsecondary level.
- Institutions of Higher Education should commit to collaboration with the state, districts, and schools to support literacy initiatives.

Community and Home

- Early learning providers, out-of-school time providers, libraries, and families should engage in local partnerships with districts and schools to support literacy and other learning initiatives.

- Parents/guardians should proactively strive to develop a strong relationship with their child's school that recognizes the notion of shared responsibility for achieving optimal learning and developmental outcomes, namely the reciprocal influence between the child/family system and the schooling system across time.⁶
- Parents/guardians should engage with the school by participating in available volunteer activities, such as PTA, reading nights, etc.

DEVELOPING PROFESSIONAL EDUCATORS

One of the keys to improving literacy is adequate teacher preparation and support. Determining what teachers need to know, ensuring they have opportunities to learn, and supporting them in implementing that knowledge in classrooms is basic to achieving the goal of literacy for all. In *Time To Act* (2009), five basic areas of a core knowledge are identified.

Teachers involved in literacy education must possess a working knowledge of:

- How literacy demands change with age and grade;
- How students vary in literacy strengths and needs;
- How texts in a given content raise specific literacy challenges;
- How to recognize and address literacy difficulties; and
- How to adapt and develop teaching skills over time.

To accomplish this the following strategies shall be implemented:

Strategies

1. **Develop and implement a systematic approach to building teachers' literacy development knowledge and expertise that begins in teacher preparation and continues through onboarding and professional development**
2. **Ensure that candidate teachers have clinical, field study, and student teaching opportunities early and often during teacher preparation**
3. **Provide transition support and mentoring opportunities for new teachers**
4. **Use research-supported practices to provide effective professional development in order to increase teachers' likelihood of fully integrating new practices into their pedagogical and instructional repertoires, including:**
 - Job-embedded professional development, such as instructional coaching
 - Sustained, intensive professional development focused on literacy
 - Teacher collaboration, inquiry, and joint problem-solving

⁶ Pianta & Walsh, 1996

- Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s)
- 5. **Build partnerships for professional development, including regional and early-grade (pre-kindergarten through grade three)**
- 6. **Ensure that professional development includes all topics critical to literacy skills development for students, including literacy instruction, assessment and data, and use of assistive technologies**
- 7. **Provide appropriate literacy training for paraprofessionals, including library staff, to ensure they have the knowledge necessary to effectively assist students**
- 8. **Provide ongoing professional development for all educators, including support for those who struggle and advanced learning and leadership opportunities for those who excel**

Implementation

State

- The State Board of Education should ensure that the approval and monitoring of educator preparation programs is completed in a manner that sets high standards for quality and encourages continuous improvement.
- The State Board of Education, in partnership with representatives from the educator preparation programs, should review the Idaho Comprehensive Literacy Course on a regular basis to ensure that all teachers seeking new or renewed certification can effectively demonstrate competency in integrated literacy instruction.
- The State Board of Education should develop a plan for strategic professional development efforts for all core subjects, including literacy.
 - Professional development should include how to integrate research-based best practices into instruction.
 - Professional development should include sessions that focus on increasing teachers' assessment knowledge and guiding them in using assessment and other student data to differentiate instruction.
 - Specific professional development sessions should be provided regarding implementing supports for special populations of students, including English language learners, special education students, and struggling readers.
- The State should support initiatives to implement professional development regionally.
- The State should provide funding for job-embedded professional development, including professional learning communities, instructional coaching, and release time for teachers.

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- The State should provide professional development predicated on honoring teachers as professionals and leaders with deep, sustained, embedded educational practices.

Districts, Schools, and Classrooms

- Districts and school leaders should proactively adjust structures and schedules to ensure teachers have opportunities to engage in sustained, job-embedded professional development.
- District and school leaders should provide release time and structured collaboration time for teachers.
- School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.
- District and school educators should work with educator preparation programs to develop systems and structures that ensure that all candidates' field experiences are valuable and effective learning opportunities.
- District and school educators should partner with other school districts and schools to facilitate combined professional development, including cross-school learning communities.
- District and school educators should communicate with professional development providers (the state, higher education institutions, private vendors) to provide constructive feedback regarding professional development to ensure ongoing improvement of offerings.

Higher Education

- Educator preparation program at the Institutions of Higher Education should ensure that educators receive effective preparation in literacy instruction, including application of the Idaho Literacy Standards for Educator Preparation outlined in Appendix B, as applicable to their role (as clarified in Idaho Administrative Rule).
- Educator preparation programs at the Institutions of Higher Education should ensure that teacher candidates are introduced to classroom settings as early as possible and that field experiences are effective and done regularly during teacher preparation.
- Educator preparation programs at the Institutions of Higher Education should work with the state to make pedagogical and practical connections between teacher preparation, onboarding, and ongoing professional development.
- Institutions of Higher Education should continue collaborative partnerships that support ongoing improvement of educator preparation and literacy activities, such as the Idaho Association of Colleges of Teacher Education (IACTE), Institutions of Higher Education (IHE, faculty from the colleges of education), and Idaho Higher Education Literacy Partnership (IHELP).

- Institutions of Higher Education should partner with the state and school districts to provide high quality professional development.
- Institutions of Higher Education should provide feedback to the State Board of Education regarding ways to improve laws and policies related to educator preparation and certification.

Community and Home

- Early learning providers (preschools, Head Start, etc.) should engage with local (city or regional) school districts and schools for combined early grades professional development and collaboration.
- Out of school providers and libraries should engage with districts and schools to share resources for literacy-focused professional development whenever possible.

Definitions

Job-embedded professional development: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is typically school-day or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of continuous improvement.⁷

Onboarding: Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.⁸

Professional learning communities: Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.⁹

Sustained professional development: Sustained professional development takes place over an extended period of time, rather than as a short, one-time event or workshop. It typically involves multiple touch points and a significant number of hours. Research suggests that teachers need 50 hours or more of professional development in a subject to "improve their skills and their students' learning."¹⁰

⁷ Croft et al, 2010

⁸ Douglas, 2011

⁹ Dufour et al, 2013

¹⁰ Darling-Hammond et al, 2009

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators need to be knowledgeable of research and effective strategies to continually provide the best support to all students, especially those from diverse backgrounds. To accomplish this the following strategies shall be implemented:

Strategies

1. Teachers should have a strong understanding of language development and ensure students' literacy skills (including writing, reflection, and reading as outlined in the Five Essential Reading Components) are progressing
2. Teachers should apply current research and best practices into their instruction in order to effectively engage all students in learning
3. Teachers should use a wide variety of information about their students to individualize instruction to address students' needs, including formative assessments, school records, information from previous teachers (including early learning providers), and learning plans
4. Literacy instruction should be integrated into all content areas
5. Educators should use systematic, explicit instruction to support students in building foundational reading skills.
6. District and school leaders should understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order apply best practices and innovative ideas (such as flexible grouping, in-class tutoring, etc.)
7. Implement systems and strategies that minimize transitions (such as teacher looping) and/or maximize knowledge transfer between teachers in order to ensure struggling students can continue their learning in as seamless a manner as possible
8. District and school leaders should be diligent and thorough in their review and adoption of curriculum that aligns to the [Idaho State Content Standards](#) and provide all stakeholders with information about the standards and curriculum and the difference between the two
9. Student engagement is an integral part of literacy- teachers should foster active learning environments by giving students a voice, involving them in decisions about their learning process, and using instructional practices such as inquiry

10. Implement a focused, comprehensive process (such as [Response to Intervention \(RTI\)](#)) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors
11. Utilize the state standards ([WIDA Standards](#)) to provide effective literacy development assistance to English language learners

Implementation

State

- The State should provide funding to districts to support literacy initiatives, including targeted interventions and school libraries.
- The State should support districts and schools to create schedules that maximize instructional and educator collaboration time.
- The State should continue the development of a cohesive state literacy policy that includes providing clear academic content standards that ensure equity of opportunity and academic achievement for all learners.

Districts, Schools, and Classrooms

- District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).
- District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.
- District and school educators should recognize the importance of literacy collaboration (networking) with educators within their schools, from across their districts, and outside of their local areas, to support ongoing learning, support, and application of best-practice research.
- District and school educators should leverage library resources and personnel to supplement

10 Elements of Effective Instruction:

1. Provide a safe and supportive environment
2. Establish and communicate clear, specific learning objectives
3. Make explicit connections between present lessons and students' lives
4. Prepare students by teaching relevant background knowledge, skills, and academic language
5. Integrate assessment throughout the instructional process
6. Teach students strategies for learning, remembering, and doing
7. Demystify literacy practices by modeling, providing examples, and giving clear directions
8. Use different instructional methods, modes, and media
9. Ask students to generate a range of ideas, interpretations, solutions, questions, and connections
10. Provide meaningful opportunities to practice, perfect, and perform all lessons in class and at home

Ferlazzo, 2013

literacy instruction and support expansion and renewal of school libraries.

- District and school educators should provide targeted support to English language learners and their parents/guardians and create open lines of communication with their network of support (non-profits, after school providers, specialists, etc.).
- District and school educators should ensure that literacy instruction addresses all aspects of literacy, including all Five Essential Reading Components, writing, and verbal communication.
- Teachers should work in cross-subject teams to effectively integrate strong literacy instruction into all content areas.
- Teachers should provide students with regular opportunities for free and facilitated reading, with texts that are matched to their interests and appropriate reading level.
- Teachers should promote student activities surrounding literacy development such as: partner and/or group discussions; literacy circles/book talks; debates; Socratic seminars; and/or partner or small group collaboration with idea and writing formation.
- Classroom teachers should use direct, explicit instruction to ensure that students gain appropriate, grade-level literacy knowledge and skills.

Higher Education

- Institutions of Higher Education should ensure teacher candidates have an understanding of the Idaho Content Standards for all students.
- Institutions of Higher Education should ensure teacher candidates have knowledge of research methods and are able to apply current research into practice.
- Institutions of Higher Education should ensure teacher candidates have a strong understanding of literacy intervention and best practices to aid struggling readers.
- Institutions of Higher Education should support educators in gaining or improving their knowledge of the content standards, research methods, and instructional and literacy intervention practices through professional development and/or ongoing coursework.
- Institutions of Higher Education should provide subject-matter expertise to the state, districts, and schools to support literacy initiatives.

Community and Home

- Early learning providers should support students' preparation for K-12 literacy by incorporating the [Idaho Early Learning Guidelines](#), including the five (5) domains:
 - a. Approaches to Learning and Cognitive Development
 - b. Physical Growth, Health and Wellbeing
 - c. Social and Emotional Development

- d. General Knowledge (pre-academic's)
 - e. Communication, Language and Literacy (reading and writing)
-
- Early learning providers should build relationships with school districts and schools to facilitate sharing of information regarding students and how they learn in order to aid in improved preschool to kindergarten transitions
 - Libraries, non-profits, and other community agencies should engage in activities that support literacy in the community (i.e. summer reading programs, literacy events, book reads, book drives, free book programs, pediatricians providing appropriate reading materials in waiting areas, etc.)
 - Parents/guardians should actively engage in their child's educational process early to promote strong literacy development.
 - Parents and the community should encourage active reading outside of the school setting whenever possible. Read to children, read along with children, listen to children reading, and/or audio books (i.e. signs, ads, newspapers, cereal boxes, books, magazines, soup cans, participating in library summer reading programs, etc.).
 - Parents and the community should encourage early learners to explore literacy outside of the educational setting.

Definitions

Critical Thinking: Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion. Critical thinking is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes, and the term is commonly used by educators to describe forms of learning, thought, and analysis that go beyond the memorization and recall of information and facts.¹¹

English language learners (ELLs): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.¹⁶

Flexible grouping: Instructional groups that are formed and reformed based on systematic and frequent progress monitoring.¹²

Inquiry: An inquiry-based instructional approach utilizes questions to guide student learning. Students are helped to know how to do things (read and write) while they achieve deep conceptual understanding. Inquiry includes a problem-orientation/essential question, choice within certain parameters, clear goals, ownership, challenging and complex problems, personal

¹¹ Glossary of Education Reform, n.d. "Critical Thinking"

¹² Alabama Department of Education, 2011

and social relevance, assistance as needed, opportunity to improve, problem-centered group activities, independent application of learned skills, and real-world application.¹³

Research-based Interventions: Research-based interventions are strategies, teaching methodologies, and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional, or functional skills. The interventions used prior to determining eligibility for special education and related services must be designed to address the skill deficiency of the particular individual student.¹⁴

Systematic, explicit instruction: A structured, systematic, and effective methodology for teaching academic skills.¹⁵ Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

Teacher looping: The practice of keeping students with the same teacher for multiple years.¹⁶

The Five Essential Reading Components¹⁷:

- **Phonemic awareness** - ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- **Phonics** - instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
- **Fluency** - the ability to read a text accurately, quickly, and with expression.
- **Vocabulary** - the words needed to communicate effectively both orally and in writing.
- **Text comprehension** - the ability to understand what is read.

ASSESSMENT AND DATA

The State Board of Education believes that a comprehensive system of statewide assessments is critical for school accountability and instructional improvement. Statewide comprehensive assessment data (such as ISAT data and statewide reading assessment) is best used when combined with classroom activities, benchmark assessments, and the observations of teachers. The goal is to help educators integrate all of these aspects to increase student achievement within classrooms. Additionally, the data should inform not only educators, but all stakeholders, of the effectiveness of schools and instructional programs.

¹³ Wilhelm, Wilhelm & Boas, 2009

¹⁴ Public Schools of North Carolina, n.d.

¹⁵ Archer & Hughes, 2011

¹⁶ Hume, 2010

¹⁷ National Reading Panel, 2000

Objectives of an effective comprehensive assessment system:

- To provide all stakeholders with aggregate information regarding how students' current knowledge compares to the state standards;
- To provide teachers with student-level data that informs instructional planning and supports them in meeting the instructional needs of their students;
- To identify students who may need extra instruction or intensive interventions to progress towards grade-level;
- To monitor students' progress during the year to determine whether students receiving intervention are making adequate progress.

Assessment-literate educators know how to engage students in productive self-assessments that will support their learning success.

Chappuis et al, 2012

A comprehensive assessment system includes formative, interim, and summative assessments used for specific purposes in an integrated manner. It is important to note that in order to have a balanced comprehensive assessment system; formative and summative assessments must be used side by side of one another. Local school districts and schools should combine statewide assessments, such as the Idaho Reading Indicator (IRI) and the Idaho Standards Achievement Test (ISAT), with locally chosen or created tests to create a comprehensive assessment system that is appropriate for their schools and students. To accomplish this the following strategies shall be implemented:

Strategies

1. **Use a full comprehensive assessment system to provide meaningful literacy data, including:**
 - **Screening** – measures the student's current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure.
 - **Diagnostics (Formative Assessment)** – provides an in-depth measure of a students' strengths and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results.
 - **Progress Monitoring (Interim Assessment)** – demonstrates a student's knowledge at a point in time and measures the student's progress towards mastery of the state content standards.
 - **Comprehensive Assessment (Summative Assessment)** – evaluates a student's comprehensive knowledge and mastery of the state content standards (typically at the end of the year).
2. **Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary**

3. **Use assessment and data improve instruction and, thus, optimize student learning and engagement**
4. **Support teachers in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into teacher preparation**
5. **Provide active educators with assessment literacy professional development that addresses how to effectively integrate assessments and resulting data into instructional practice**

Implementation

State

- The State should identify a full comprehensive assessment system that aligns with the Idaho State Content Standards.
 - Formative
 - Interim
 - Diagnostic
 - Summative
- The State should provide the necessary professional development and technical assistance to educators in the use of a full comprehensive assessment system.
- The State should provide professional development on how to analyze and apply the data appropriately for each assessment.
- The State should provide resources needed by districts and schools to allow the administration of assessments to be facilitated in a manner that minimizes instructional disruptions (example: additional computers for assessment to allow labs to be used for instructional purposes)
- The State should provide resources to districts and schools to support instruction when assessment data indicates that the district/school is in need of support.
- The State should make standardized assessment data accessible to the public.

Research suggests that teachers spend from one-quarter to one-third of their professional time on assessment-related activities.

Almost ALL do so without the benefit of having learned the principals of sound assessment.

Stiggins, 2007

Districts, Schools, and Classrooms

- District and school educators should implement a comprehensive assessment system as defined above.
- District and school educators should disaggregate and analyze the data to inform instruction.

- District and school educators should provide parents/guardians and student's assessment results in a timely manner.
- All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students' needs and develop plans to address them.

Keys To Quality Classroom Assessment

Classroom assessment instruments and practices are built on a foundation of the following five keys to quality:

1. They are designed to serve the *specific information needs of intended user(s)*.
2. They are based on clearly articulated and appropriate *achievement targets*.
3. They *accurately measure* student achievement.
4. They yield results that are *effectively communicated* to their intended users.
5. They *involve students* in self-assessment, goal setting, tracking, reflecting on, and sharing their learning.

Chappuis et al, 2012

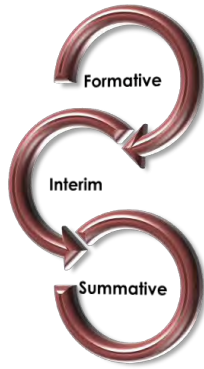
Higher Education

- Institutions of Higher Education should prepare teacher candidates to assess students appropriately and understand how to use data to inform instruction.
- Institutions of Higher Education should support educators in developing assessment and data-use knowledge through professional development and ongoing coursework.

Community and Home

- Early learning providers should consider administering literacy screening assessments to identify students who may need additional support.
- Parents/guardians should use the assessment data they receive to identify ways they can support their child's learning at home and in the classroom.

Definitions



Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Interim Assessment is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams.

Summative Assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.¹⁸

¹⁸ Glossary of Education Reform, n.d. "Summative Assessment"

SECTION IV:

CONCLUSION

A CALL TO ACTION

Strong literacy skills are essential for individuals to engage in lifelong learning and career success. Furthermore, a well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. Our technology-based, globalized world demands higher literacy and education levels than we have seen in the past. It is only through collective efforts that we will successfully educate our youth in a manner that prepares them for success. While Idaho has made some steps in the right direction, we must maintain and even accelerate our focus on developing students with strong literacy skills.¹⁹

Ensuring that all Idaho students have the opportunity to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, families, and the community. The Idaho Comprehensive Literacy Plan outlines specific strategies which should be implemented in an integrated, systematic manner. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources. It calls us to corporate and individual action in support of students' literacy growth. This call to action should not be taken lightly—our state's future social and economic prosperity is at stake.

¹⁹ Maine Department of Education, 2012

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APPENDICES

APPENDIX A



MILESTONES OF EARLY LITERACY DEVELOPMENT



NEWBORN TO 6 MONTHS

TALK, READ, SING, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.

MOTOR DEVELOPMENT *What your child is doing*

6 TO 12 MONTHS
holds head steady
sits in lap without support
grasps book, puts in mouth
drops, throws book

COMMUNICATION AND COGNITION *What your child is saying and learning*

6 TO 12 MONTHS
smiles, babbles, coos
likes and wants your voice
likes pictures of baby faces
begins to say "ma", "ba", "da"
responds to own name
pats picture to show interest

ANTICIPATORY GUIDANCE *What parents can do*

Ask questions and wait for your child to answer
Read and speak in your first language

WHAT TO READ

board and cloth books;
books with baby faces;
nursery rhymes

12 TO 24 MONTHS
holds and walks with book
no longer puts book in mouth right away
turns board book pages

12 TO 24 MONTHS
says single words, then 2- to 4-word phrases
gives book to adult to read
points at pictures
turns book right-side up
names pictures, follows simple stories

smile and answer when your child speaks or points
let your child help turn the pages; keep naming things
use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus
use books to calm or distract your child while waiting

board books; rhyming books; picture books; books that name things

2 TO 3 YEARS
learns to turn paper pages, 2 to 3 pages at a time
starts to scribble

adds 2-4 new words per day
names familiar objects
likes the same book again and again
completes sentences and rhymes in familiar stories

ask "Where's the dog?" or "What is that?"
be willing to read the same book again and again
as you read, talk about the pictures
keep using books in daily routines

rhyming books; picture books that tell stories; search and find books

3 TO 4 YEARS
turns pages one at a time, and from left to right
sits still for longer stories
scribbles and draws

recites whole phrases from books
moves toward letter recognition
begins to detect rhyme
pretends to read to dolls and stuffed animals

ask "What happens next?" in familiar stories
point out letters, numbers
point out words and pictures that begin with the same sound
together, make up stories about the pictures

picture books that tell longer stories; counting and alphabet books

4 TO 5 YEARS
starts to copy letters and numbers
sits still for even longer stories

can listen longer
recognizes numbers, letters
can retell familiar stories
can make rhymes
learning letter names and sounds

relate the story to your child's own experiences
let your child see you read
ask your child to tell the story
encourage writing, drawing
point out the letters in your child's name

fairy tales and legends; books with longer stories, fewer pictures

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

www.reachoutandread.org

reachoutandread 

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Literacy Standards for Educator Preparation

The following standards represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

Standard I - Foundational Literacy Concepts

The candidate demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

Standard II - Fluency, Vocabulary Development and Comprehension

The candidate demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The candidate demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Standard III - Literacy Assessment Concepts

The candidate understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The candidate uses assessment data to inform and design differentiated literacy instruction. In addition, the candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Standard IV - Writing Process

The candidate incorporates writing in his/her instructional content area(s). The candidate understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The candidate structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The candidate incorporates ethical research practices using multiple resources. The candidate fosters written, visual, and oral communication in a variety of formats.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Board Policy I.E. Executive Officers – First Reading

REFERENCE

October 2007	Board approved second reading of Board Policy I.E. Executive Officers.
December 2008	Board approved the first reading with changes of Board Policy I.E. Executive Officers, multi-year contracts.
February 2009	Board discussion of Board Policy I.E. Executive Officers
June 2009	Board approved second reading I.E. Executive Officers with amendments, multi-year contracts.
August 2009	Board Approved first reading with changes of Board Policy I.E.4. Reimbursement of expenses
October 2009	Board approved second reading of Board Policy I.E.4 Reimbursement of expenses
October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second ready of Board Policy I.E.2

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION

From time to time events arise related to the institutions that garner media attention. The current practice has been for the institution presidents to contact the Executive Director and/or the Board president and notify them of any such events. Recently there have been a couple of events involving student athletes that have garnered media attention. In response, the Athletics Committee have discussed ways in which to improve notification or reporting of similar events to the Board office and the Board. As a result of these discussions, the committee is recommending the codification of this practice in the form of the attached policy amendment.

IMPACT

Approval of the policy changes will place in Board policy the requirement that institution presidents report within 24 hours any developments that are likely to be an interest to the media.

ATTACHMENTS

Attachment 1 – First Reading I.E. Executive Officers

Page 3

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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STAFF COMMENTS AND RECOMMENDATIONS

While this is the current practice, it is often difficult to predict what developments may be of concern to the media and in some instances the media may be aware of an event involving a student or employee prior to the administration at the institution finding out about it. The incorporation of this language will formalize the current process, however, there will be instances where some events may not initially seem noteworthy that the media picks up on and other events that may be released in the media quicker than a president is informed of the situation.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, incorporating the reporting requirement, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

December 2010

1. Executive Director

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

i. Relations with the Board

- 1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- 2) Effective communication among the Board, the Board office, and the institution or agency.
- 3) Preparation of such budgets as may be necessary for proper reporting and planning.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015**

- 4) Transmittal to the Board of recommendations initiated within the institution or agency.
 - 5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
 - 6) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.
- ii. Leadership of the Institution or Agency
- 1) Recruitment and retention of employees
 - 2) Development of programs, in accordance with an evolving plan for the institution or agency.
 - 3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
 - 4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
- iii. Relations with the Public
- 1) Development of rapport between the institution or agency and the public that each serves.
 - 2) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions
- Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.
- d. Evaluations
- The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.
- ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.
- iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

- a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

- b. Each institutional President shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

- c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)
- d. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

4. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015**

purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- i. staff privileges for activities, events and campus facilities;
- ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

SUBJECT

Amendment to Board Policy I.Q. Accountability Oversight Committee – First Reading

REFERENCE

October 2012	The Board approved the first reading of proposed changes to Board Policy III.AA.
December 2012	The Board approved the second reading of proposed changes to Board Policy III.AA. and moved the policy to section I.Q.
April 2015	The Board approved the first reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
June 2015	The Board approved the second reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the Board's Accountability Oversight Committee. The committee is currently composed of two Board members, the Superintendent of Public Instruction, and four (4) at-large members appointed by the Board.

The proposed changes to the policy would add one additional member to the Accountability Oversight Committee who would be representative with experience in special education.

IMPACT

The proposed changes would add additional expertise to the committee to provide for thorough recommendations to the Board.

ATTACHMENTS

Attachment 1 – Board Policy I.Q., Accountability Oversight Committee Page 3

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

STAFF COMMENTS AND RECOMMENDATIONS

The Accountability Oversight Committee was established to make independent recommendations to the Board regarding the states accountability system, thereby, allowing the Board to make informed decisions on the State's accountability system.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: Q. Accountability Oversight Committee

February 2016

1. Overview

The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures

The committee shall meet twice annually, additional meetings may be called by the Chair as needed.

4. Membership

The committee membership shall consist of:

- Two members of the Idaho State Board of Education, appointed by the Board president;
- The Superintendent of Public Instruction or designee; and
- ~~Four~~Five members at-large appointed by the Board, one of which will ~~chair the committee and shall serve a term of one year as chair~~ have experience serving in a school district in a special education capacity. The chair of the committee shall be elected from one of the at-large members and shall serve no more than one consecutive annual term as chair.

5. Terms of Membership

Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members appointed by the Board shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2015

Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting

This committee shall report directly to the Board.

**AUDIT COMMITTEE
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	FY 2015 FINANCIAL STATEMENT AUDITS	Motion to approve
2	FY 2015 NET POSITION BALANCES	Information item
3	FY 2015 FINANCIAL RATIOS	Information item
4	EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION OPERATING AGREEMENT	Motion to approve
5	AMENDMENT TO BOARD POLICY - V.H. AUDITS – FIRST READING	Motion to approve

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**AUDIT COMMITTEE
DECEMBER 10, 2015**

SUBJECT

Acceptance of college/university FY2015 audit findings reported by the Idaho State Board of Education (Board)'s external auditor

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Bylaws, Section V.H.4.f.

BACKGROUND/DISCUSSION

The Board contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College. FY 2015 is the eleventh year that Moss Adams has conducted audits of the financial statements for the colleges and universities.

The audits were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements.

IMPACT

There were no material deficiencies or significant findings identified by the external auditor for any of the five institutions listed above. Moss Adams' audit results presentation, which was provided to the Audit Committee, is attached for the Board's reference.

ATTACHMENTS

Moss Adams Audit Results Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

On November 10, 2015, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. This was followed by presentations by senior managers from the audited colleges and universities on their financial statements. Board members were subsequently provided the audit reports and financial statements. Staff recommends acceptance of the financial audit reports submitted by Moss Adams LLP.

BOARD ACTION

I move to accept from the Audit Committee the Fiscal Year 2015 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Idaho State Board of Education

Audit Committee

Presentation of Audit Results

November 10, 2015

**Boise State University
Idaho State University
University of Idaho
Lewis-Clark State College
Eastern Idaho Technical College**

**Scott Simpson
Tammy Erickson
Pam Cleaver**

MOSS-ADAMS LLP

Idaho State Board of Education

Audit Committee Debrief

November 10, 2015

Moss Adams Leadership Team

Overall

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Institution Specific

Pam Cleaver, Partner

509-248-7750 pam.cleaver@mossadams.com

Tammy Erickson, Partner

509-747-2600 tammy.erickson@mossadams.com

Contract Deliverables

For each institution

- Auditor's Report on Financial Statements – GAAS
- Auditor's Report on Financial Statements – GAGAS
- Auditor's Report on Compliance in Accordance with OMB Circular A-133
- Required Communication – SAS 114
- SAS 115 Letters & Management Letters

Additional items for individual institutions

- NCAA Agreed-Upon Procedures for UI, BSU, ISU Presidents
- Auditor's Report on Financial Statements for Boise State Radio

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

Idaho State Board of Education

Audit Committee Debrief – cont.

November 10, 2015

Required Communications

- Auditor's Responsibility Under Generally Accepted Auditing Standards
- Planned Scope and Timing of the Audit
- Significant Accounting Policies
- Significant Accounting Estimates
- Financial Statement Disclosures
- Significant Difficulties Encountered During the Audit
- Corrected and Uncorrected Misstatements
- Disagreements with Management
- Management Representations
- Management Consultation with Other Accountants
- Other Significant Findings or Issues
- Internal Control Matters
- Fraud

SAS 115 Letters (Internal Control Related Matters)

- Will be provided for each Institution (as applicable)

Management Letters

- Will be provided for each Institution (as applicable)

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

Idaho State Board of Education

Audit Committee Debrief – cont.

November 10, 2015

- **GASB Implementation with Significant Impact**

For fiscal year 2015, the Colleges and Universities implemented Governmental Accounting Standards Board (GASB) Standard Number 68: *Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27*.

The standard required participating employers of cost sharing pension plans to record their portion of the net pension liability – which in the past they did not. Since the Colleges and Universities participate in the Idaho Public Employee's Retirement System (PERSI), there was a significant liability recorded in the financial statements for the liability each institution assumed.

MOSS-ADAMS LLP

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Discussions to Expect From the Independent Auditors

Purpose of This Tool. Auditing standards¹ require that the auditor communicate, either orally or in writing, certain information to an audit committee of the board, or another designated party that performs oversight of the financial reporting and audit process. This section discusses the type of information independent auditors are required to communicate to an audit committee or other oversight body.

Independent Auditors in the Public Sector

Communications with the audit committees have now engendered more legal and regulatory scrutiny. Independent auditors, in the wake of well-documented business failures and new regulatory oversight, are required to increase their documentation and communication efforts as they relate to their interactions with the audit committee. Independent auditors of government organizations may include an elected or appointed auditor or Inspector General or an independent public accounting firm. In addition, at the federal level the Government Accountability Office (GAO – formerly the General Accounting Office) may be statutorily required to act as the independent auditor in certain circumstances. If an independent public accounting firm is used as the independent auditor, it is often required to be under contract with the elected or appointed auditor or Inspector General. The communication guidance discussed in this section relates to whichever of the above parties is acting as the independent auditor.

Auditor's Responsibility Under Generally Accepted Auditing Standards

It is important for audit committees to understand what an audit is and what it is not. Usually, audit committees are most concerned about the system of internal control and that the financial statements are free of material misstatement. The auditor should make sure the audit committee understands the level of responsibility that the auditor assumes for the system of internal control and the financial statements under generally accepted auditing standards (GAAS). It is also important that the auditor makes sure that the audit committee understands that an audit is designed to obtain reasonable rather than absolute assurance about the financial statements.

¹The term “auditing standards” refers to generally accepted auditing standards (GAAS) issued by the AICPA. These standards are incorporated into government auditing standards (GAS or GAGAS) issued by the Comptroller General of the United States. These terms are also synonymous with the term “Yellow Book.” In addition, OMB Bulletin No. 01-02, *Audit Requirements for Federal Financial Statements*, Section 5 requires open and timely communication between agency management, including the CFO, and the Inspector General (and the audit firm if the audit is contracted out) throughout the audit process. The guidance in this tool is based on Statements on Auditing Standards (SAS) No. 61, *Communication With Audit Committees*, as amended; No. 60, *Communication of Internal Control Related Matters Noted in an Audit* (AICPA, *Professional Standards*, vol. 1, AU sec. 325); and No. 54, *Illegal Acts by Clients* (AICPA, *Professional Standards*, vol. 1, AU sec. 317), and amendments thereto, which are in effect as of this writing and *Government Auditing Standards*, issued by the Comptroller General.

Significant Accounting Policies

The auditor should determine that the audit committee is informed about all significant accounting policies and how they are applied in the governmental organization. To make sure, the audit committee should expect that the auditors will communicate the following:

1. All significant accounting policies, including those that applied for the first time during the year
2. How those accounting policies are applied in the organization
3. Methods the organization used to account for significant unusual transactions
4. The effect of significant accounting policies in controversial or emerging areas for which there is lack of authoritative guidance or consensus

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management. These estimates are based on management's judgments (which are normally based on management's knowledge and experience about past and current events), and assumptions about future events.

The auditor should address the following issues with the audit committee:

1. The process used by management in formulating particularly sensitive accounting estimates
2. The basis for the auditor's conclusion about the reasonableness of those estimates

Audit Adjustments

The auditor should inform the audit committee about all audit adjustments arising from the audit that could, in the auditor's judgment, have a significant effect on the organization's financial reporting process. The audit team will keep track of those proposed adjustments for later discussion with management. Management will evaluate those proposed adjustments and decide whether the adjustment should be booked to the account balances as proposed. Bear in mind, however, that the auditor may find it necessary to qualify the audit report if management does not record the adjustments that the auditor deems necessary to record.

As part of its communications, the auditor should:

1. Inform the audit committee about adjustments arising from the audit that could either individually or in the aggregate have a significant effect on the organization's financial reporting process.
2. Address whether the adjustments were recorded.
3. Determine whether the adjustments may not have been detected except through the auditing procedures performed (meaning that the organization's own internal control system did not detect the need for the adjustment).
4. Explain about uncorrected misstatements aggregated by the auditor during the current engagement and pertaining to the most recent period presented in the financial statements, that were determined by management to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Auditor's Judgments About the Quality of the Organization's Accounting Principles

Note: This communication is required for audits of public companies. It is not required for governmental organizations but could be considered a good practice.

Although objective criteria for evaluating the quality of an organization's accounting practices have not been established, the auditor's judgments about the quality, not just the acceptability of the organization's accounting principles as applied in its financial statements, including disclosures, should be discussed. The discussion should be open and frank, and tailored to the organization's specific circumstances. It should include the following topics:

1. Consistency of the organization's accounting principles and their application
2. Clarity of the financial statements and related disclosures
3. Completeness of the financial statements and related disclosures
4. Any items that have a significant impact on the representational faithfulness, verifiability, and neutrality of the accounting information included in the financial statements, examples of which follow:
 - a. Selection of new accounting policies or changes to current ones
 - b. Estimates, judgments, and uncertainties
 - c. Unusual transactions
 - d. Accounting policies relating to significant financial statement items, including the timing of transactions and the period in which they are recorded
5. A discussion of accounting practices that are not specifically addressed in the accounting literature, for example, those that may be unique to a specific industry.

Other Information Contained in Audited Financial Statements

Although the notes to the financial statements are an integral part of the financial statements and therefore are included in the scope of the auditing procedures, other information prepared by management that generally accompanies financial statements is not necessarily included in the scope of the auditing procedures, for example, “Management’s Discussion and Analysis of the Financial Condition and Results of Operations.”

The auditor should discuss the responsibility, if any, that he or she has for other information in documents containing audited financial statements, any procedures performed, and the results.

Disagreements With Management

Disagreements may arise between the auditor and management over the application of accounting principles to specific transactions and events, as well as the basis for management’s judgments about accounting estimates, or even the scope of the audit or disclosures to be made in the financial statements or footnotes. Differences of opinion based on incomplete facts or preliminary information that are later resolved are not considered disagreements for this purpose.

When meeting with the audit committee, the auditors should discuss any disagreements with management, whether or not resolved, about matters that individually or in the aggregate could be significant to the organization’s financial statements or the auditor’s report.

Consultation With Other Accountants

Sometimes, management of the government organization may consult with other accountants about accounting and auditing matters. If the auditor is aware that such consultation has occurred, the auditor should discuss with the audit committee their views about the significant matters that were the subject of the consultation. The audit committee may wish to ask management whether they have consulted with other accountants about accounting and auditing matters.

Major Issues Discussed With Management Before Retention

The auditor should discuss with the audit committee any major issues that were discussed with management in connection with the initial or recurring retention of the auditor. This includes any discussions regarding the application of accounting principles or auditing standards. For some government organizations, an audit organization is mandated by federal or state law to perform the government organization’s audit. While auditor retention is not an issue, the auditor should nonetheless discuss with the audit committee any major issues regarding the auditor’s application of accounting principles or auditing standards.

Difficulties Encountered in Performing the Audit

The auditor should inform the audit committee about any serious difficulties encountered in working with management during the audit. Examples include, but are not limited to:

1. Unreasonable delays by management in allowing the commencement of the audit
2. Unreasonable delays or refusals by management in providing needed information to the auditor
3. Unreasonable timetable set by management for the conduct of the audit
4. Unavailability of client personnel
5. Failure of client personnel to complete client-prepared schedules on a timely basis

Illegal Acts

The auditor has the responsibility to assure himself or herself that the audit committee is adequately informed about illegal acts that come to the auditor's attention (this communication need not include matters that are clearly inconsequential). The communication should describe (1) the act, (2) the circumstances of its occurrence, and (3) the effect on the financial statements.

What is an illegal act for purposes of this communication? Statement on Auditing Standards (SAS) No. 54, *Illegal Acts by Clients* (AICPA, *Professional Standards*, vol. 1, AU sec. 317), defines it as violations of laws or government regulations attributable to the government organization, or acts by management or employees on behalf of the organization. Illegal acts do not include personal misconduct by the organization's personnel unrelated to the government's business activities.

In addition, *Government Auditing Standards*, Auditor Communication, Chapter 5, Section 5.12, issued by the Comptroller General, and OMB Bulletin No. 01-02, *Audit Requirements for Federal Financial Statements*, Section 7, paragraph c.(3)(a) requires auditors to report noncompliance with laws and regulations disclosed by the audit, except for those instances of noncompliance that are clearly inconsequential. In meeting this requirement, the auditor shall report all instances of fraud and illegal acts unless clearly inconsequential and significant violations of provisions of contracts or grant agreements and abuse. In some circumstances, auditors are required to report fraud, illegal acts, violations of provisions of contracts or grant agreements, and abuse directly to parties external to the audited organization.

Internal Control Matters

See also the tool, “Internal Control: A Tool for the Audit Committee,” elsewhere in this toolkit.

SAS No. 60, *Communication of Internal Control Related Matters Noted in an Audit* (AICPA, *Professional Standards*, vol. 1, AU sec. 325), requires the auditor to communicate matters relating to the organization’s internal control that are observed by the auditor in the conduct of a financial statement audit. These matters should be discussed with the audit committee because they represent significant deficiencies in the design or operation of the internal control system, which could adversely affect the organization’s ability to initiate, record, process, and report financial data consistent with the assertions of management in the financial statements.

Fraud

See also the tool, “Fraud and the Responsibilities of the Audit Committee,” elsewhere in this toolkit.

SAS No. 99, *Consideration of Fraud in a Financial Statement Audit* (AICPA, *Professional Standards*, vol. 1, AU sec. 316), requires that the independent auditor bring any evidence of fraud to the attention of the appropriate level of management (generally seen as one level higher than the level at which a suspected fraud may have occurred), even in the case of an inconsequential fraud, such as a minor defalcation by a low-level employee. The independent auditor should reach an understanding with the audit committee regarding when (nature and scope) an inconsequential fraud conducted by a low-level employee should be brought to the audit committee’s attention.

Fraud involving senior management, and any fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements must be reported to the audit committee by the independent auditor.

University of Idaho

Presentation of Audit Results

November 10, 2015

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for UI

Scott Simpson, Partner
Kevin Mullerleile, Senior Manager

6 auditors at UI from Moss Adams
1 exempt tax specialist
1 IT specialists

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 11 – 15
August 24 – 28

Audit Reporting and Timing

Audit Report Dated	September 28, 2015
Audit Report Issued	September 28, 2015
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to A-133	None Reported

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

**UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?

☐ Yes ☒ No

Identification of Major Federal Programs

<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued</i>
Various	Student Financial Aid Cluster	Unmodified
10.500	Cooperative Extension Service	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$ 3,000,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

None reported

FINDING 2014-001 – Special Tests and Provisions: Enrollment Reporting – Significant Deficiency in Internal Controls and Instances of Noncompliance

Federal Program: CFDA 84.268 Federal Direct Loans, CFDA 84.038 Federal Perkins Loans

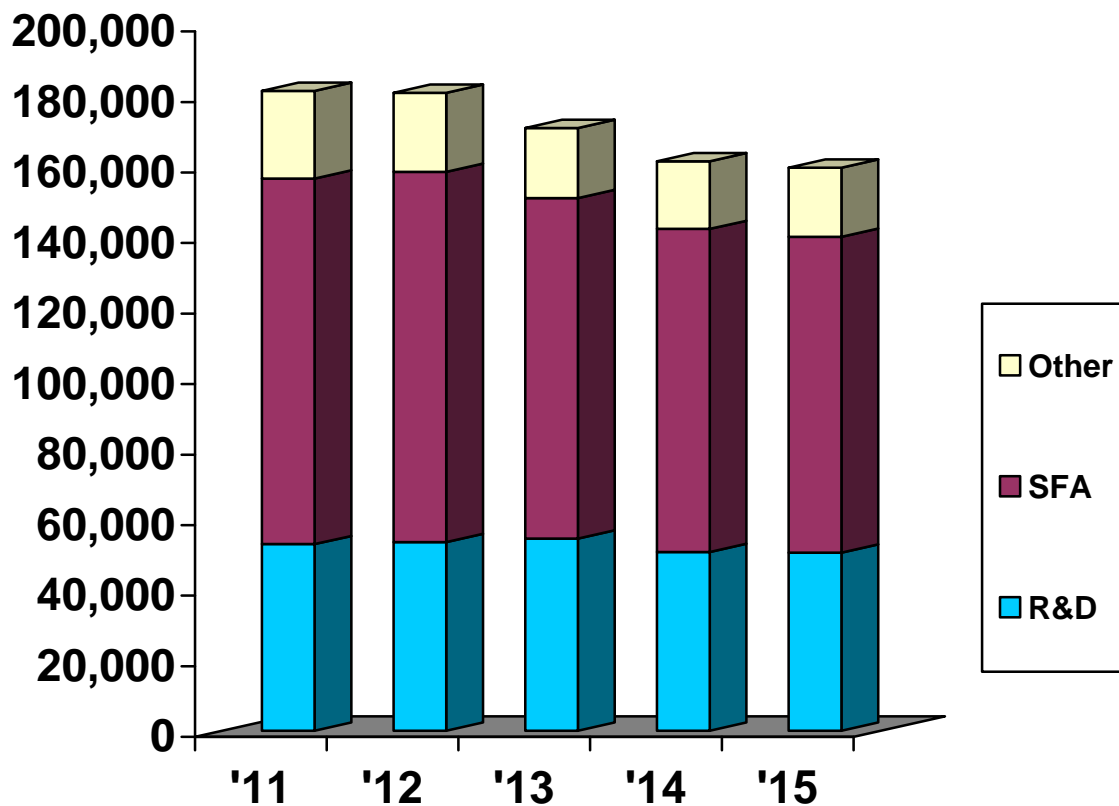
Condition: The University did not have procedures in place to adequately report student status changes timely.

Management's View of Status in Current Year: The University has updated its policies and procedures to ensure the last date of attendance is updated to NSLDS on a timely basis once they receive information from faculty documenting the student's last date of attendance.

University of Idaho
Presentation of Audit Results – cont.

November 10, 2015

Federal Expenditures
5 Year Trend *(in thousands)*



MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

Communications with Those
Charged with Governance

University of Idaho

June 30, 2015

COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

To the Audit Committee
 Idaho State Board of Education

We have audited the financial statements of University of Idaho (University), the discretely presented component unit; University of Idaho Foundation, and the aggregate remaining fund information of the University, as of and for the year ended June 30, 2015, and have issued our report thereon dated September 28, 2015. We did not audit the financial statements of the University of Idaho Foundation, a discretely presented component unit, or the University of Idaho Health Benefits Trust, a fiduciary fund included in the aggregate remaining fund information of the University. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the component unit and the University of Idaho Health Benefits Trust, are based solely on the reports of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA AND *GOVERNMENT AUDITING STANDARDS*, ISSUED BY THE COMPTROLLER GENERAL OF THE UNITED STATES OF AMERICA

As stated in a meeting with the Audit Committee on March 11, 2015, our responsibility, as described by professional standards, is to form and express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purpose of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.



As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in *the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 11, 2015.

QUALITATIVE ASPECTS OF ACCOUNTING PRACTICES

Significant Accounting Policies

The auditor should determine that the Audit Committee is informed about the initial selection of and changes in significant accounting policies or their application. The auditor should also determine the Audit Committee is informed about the methods used to account for significant unusual transactions and the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus. Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2015 except for the following: as described in Note 1 to the financial statements.

The University implemented a significant, new accounting standard required by the Governmental Accounting Standards Board (GASB):

- GASB Statement No. 68 – *Accounting and Financial Reporting for Pensions, an amendment of GASB Statement No. 27*

The cumulative effect of implementing GASBS 68 was a \$29.4 million reduction to the University's beginning net position. This reduction in net position resulted from the standard's requirement for the University to record its \$35.0 million proportionate share of the PERSI defined benefit plan pension obligations, and the \$5.6 million deferred outflows of resources from prior year contributions made after the PERSI plan measurement date. The University's implementation of this new accounting standard is disclosed in Note 19 to the University's notes to the financial statements.



We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Management Judgments and Accounting Estimates

The Audit Committee should be informed about the process used by management in formulating particularly sensitive accounting estimates and about the basis for the auditor's conclusions regarding the reasonableness of those estimates.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements are as follows:

- Fair value of investments
- The collectability of student loans receivable and accounts receivable
- The useful lives of capital assets
- The compensated absence accrual amount
- The classification of net position by type: net investment in capital assets, restricted for expendable, and unrestricted
- The actuarially determined liabilities related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 12 related to retirement plans, Note 13 related to postemployment benefits (other than pensions) and retiree benefits trust, Note 17 related to the University of Idaho Foundation component unit, and Note 19 related to the restatement of net position discussed above on the implementation of GASS 68.

Significant Difficulties Encountered During the Audit

The Audit Committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.



We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no known or likely misstatements identified during the audit, other than those considered trivial.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain written representations from management that are included in the management representation letter dated September 28, 2015.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.



OTHER MATTERS

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our responsibility for other information in the management's discussion and analysis on pages 3 through 15 and the schedules of University's proportionate share of net pension liability – PERSI base plan, University contributions – PERSI base plan, and funding progress – Retiree Benefits Trust on page 66, which is labeled as "required supplementary information," includes applying certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Idaho State University and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in dark ink that reads "Moss Adams LLP".

Eugene, Oregon
September 28, 2015

Lewis-Clark State College

Presentation of Audit Results

November 10, 2015

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for LCSC

Pam Cleaver, Partner
Sasha Correnti, Manager

5 auditors at LCSC from Moss Adams
1 IT specialists

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 4 - 8
August 24 - 28

Audit Reporting and Timing

Audit Report Dated	September 28, 2015
Audit Report Issued	September 28, 2015
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to A-133	None Reported

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal program:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?

☐ Yes ☒ No

Identification of Major Federal Program

<i>CFDA Numbers</i>	<i>Name of Major Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued</i>
Various	Student Financial Assistance Cluster	<i>Unmodified</i>

Dollar threshold used to distinguish between type A and type B programs:

\$ 300,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015

Section III - Federal Award Findings and Questioned Costs

None reported

**ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF PRIOR YEAR FINDINGS
FOR THE YEAR ENDED JUNE 30, 2014**

FINDING 2014-001 – Special Tests and Provisions: Enrollment Reporting – Significant Deficiency in Internal Controls and Instances of Noncompliance

Federal Program – CFDA 84.268 Federal Direct Loans, CFDA 84.038 Federal Perkins Loans

Federal Agency – Department of Education

Condition – LCSC did not have procedures in place to adequately report student status changes timely.

Context – During our testing of 22 students, 5 students were not timely reported to NSLDS as having a status change.

Recommendation – We recommend LCSC implement a process to ensure all student enrollment changes are reported timely.

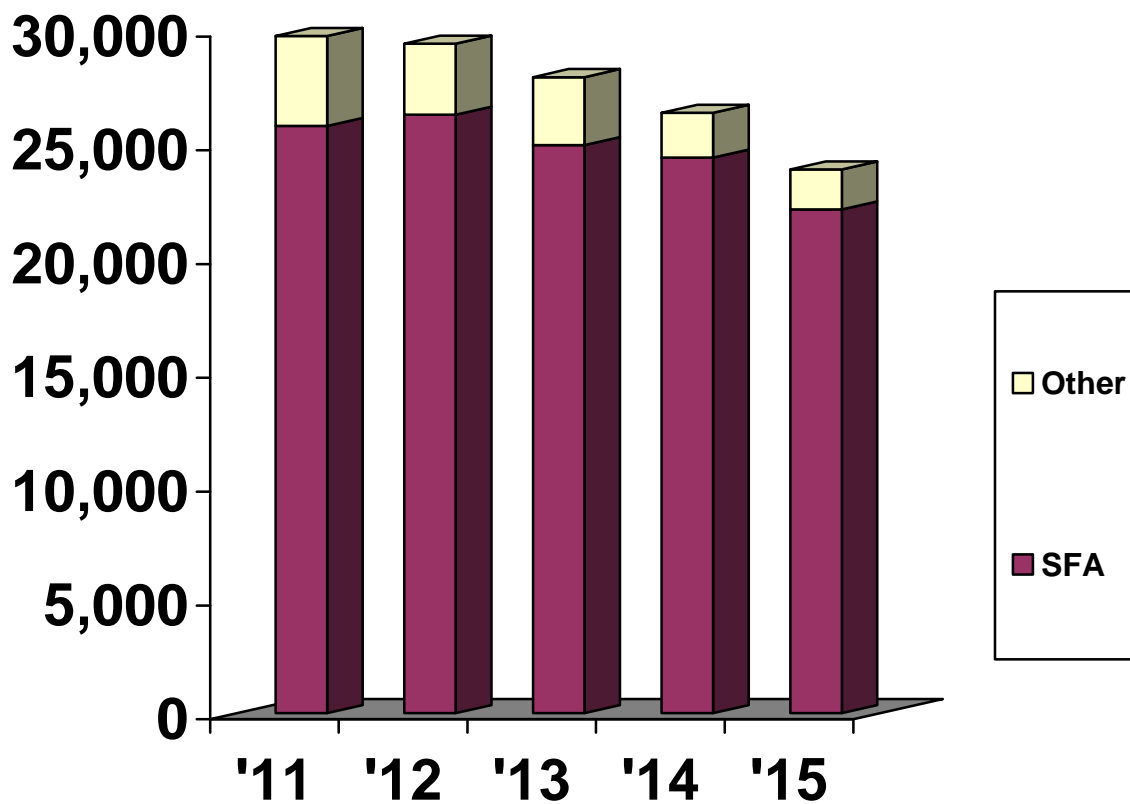
Current Status – Cleared.

Lewis-Clark State College

Presentation of Audit Results – cont.

November 10, 2015

Federal Expenditures 5 Year Trend *(in thousands)*



MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

Idaho State Board of Education
Lewis-Clark State College

We have audited the financial statements of Lewis-Clark State College and its discretely presented component unit, the Lewis-Clark State College Foundation, Inc. (collectively, the "College") for the year ended June 30, 2015, and have issued our report thereon dated September 28, 2015. Professional standards require that we provide you with the following information related to our audit.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA AND GOVERNMENT AUDITING STANDARDS, ISSUED BY THE COMPTROLLER GENERAL OF THE UNITED STATES OF AMERICA

As stated in a meeting with the Audit Committee on March 11, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control. We also considered internal control over compliance with requirements that could have a direct and material effect on the major federal programs in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the US Office of Management and Budget (OMB) Circular A-133.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

OTHER INFORMATION IN DOCUMENTS CONTAINING AUDITED FINANCIAL STATEMENTS

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit.

Idaho State Board of Education
 Lewis-Clark State College
 Page 2 of 4

Also in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the US Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement*, applicable to its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide legal determination on the College's compliance with those requirements.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 11, 2015.

SIGNIFICANT AUDIT FINDINGS AND ISSUES

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. No new accounting policies were adopted and there were no changes in the application of existing policies during 2015, other than the adoption of GASB 68, *Accounting and Financial Reporting for Pensions*. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There were no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were management's estimate of the following:

- Fair value of investments,
- The collectability of student loans receivable and accounts receivable,
- The useful lives of capital assets,
- The compensated absence accrual amount, and
- The actuarially determined liability related to other post-employment benefit obligations.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

- Disclosure of retirement plans in Note 8 to the financial statements
- Disclosure of related party transactions in Note 10 to the financial statements
- Disclosure of component unit in Note 13 to the financial statements

Idaho State Board of Education
 Lewis-Clark State College
 Page 3 of 4

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements as a whole.

We detected no uncorrected misstatements of the financial statements as part of our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain written representations from management that are included in the management representation letter dated September 28, 2015.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

OTHER MATTERS

With respect to the Schedule of Expenditures of Federal Awards accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with the Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*; the method of preparing it has not changed from the prior period; and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the Schedule of Expenditures of Federal Awards to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Idaho State Board of Education
Lewis-Clark State College
Page 4 of 4

With respect to Management's Discussion and Analysis and certain information in Note 8 - Retirement Plans, that is labeled "required supplementary information (RSI)", we applied certain limited procedures to the required supplementary information in accordance with the Governmental Accounting Standards Board (who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context), which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

END * CR

This information is intended solely for the use of the Idaho State Board of Education and management of the College, and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
September 28, 2015

Boise State University

Presentation of Audit Results

November 10, 2015

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for BSU

Scott Simpson, Partner
Micah Clinger, Senior Manager
Kyle Hauser, Manager

6 auditors at BSU from Moss Adams
1 IT specialists

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 11 – 15
August 24 – 28

Audit Reporting and Timing

Audit Report Dated	September 28, 2015
Audit Report Issued	September 28, 2015
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to A-133	None Reported

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

**BOISE STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? ☐ Yes ☒ No

Identification of Major Programs

<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued</i>
Various	Student Financial Aid Cluster	Unmodified

Dollar threshold used to distinguish between type A and type B programs: \$ 862,991

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

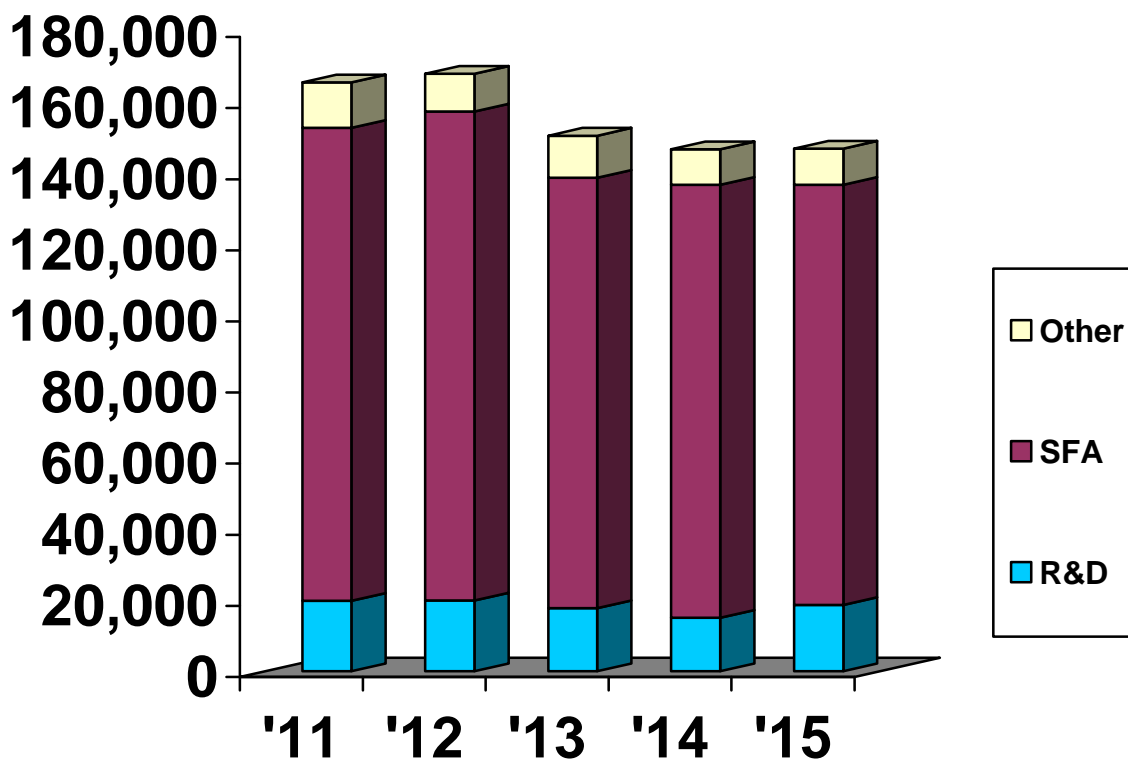
None reported

Boise State University

Presentation of Audit Results – cont.

November 10, 2015

Federal Expenditures 5 Year Trend *(in thousands)*



MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

Communications with Those
Charged with Governance

Boise State University

June 30, 2015

COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

To the Audit Committee of the
Idaho State Board of Education

We have audited the financial statements of Boise State University (the University) and its discretely presented component unit, Boise State University Foundation, Inc. (Foundation) as of and for the year ended June 30, 2015 and 2014, and have issued our report thereon dated September 28, 2015. We did not audit the financial statements of Boise State University Foundation, Inc., a discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA AND *GOVERNMENT AUDITING STANDARDS*, ISSUED BY THE COMPTROLLER GENERAL OF THE UNITED STATES OF AMERICA

As stated in a meeting with the Audit Committee on March 11, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.



We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 11, 2015.

QUALITATIVE ASPECTS OF ACCOUNTING PRACTICES

Significant Accounting Policies

The auditor should determine that the Audit Committee is informed about the initial selection of and changes in significant accounting policies or their application. The auditor should also determine the Audit Committee is informed about the methods used to account for significant unusual transactions and the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus. Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2015 except for the following: as described in Note 1 to the financial statements.



The University implemented two new accounting standards required by the Governmental Accounting Standards Board (GASB):

- GASB Statement No. 68 – *Accounting and Financial Reporting for Pensions, an amendment of GASB Statement No. 27*
- GASB Statement No. 71 – *Pension Transition for Contributions Made Subsequent to the Measurement Date – an amendment of GASB Statement No. 68*

Management performed an assessment of these pronouncements. The cumulative effect of implementing GASBS 68 and 71 was a \$15.5 million reduction to the University's beginning net position. This reduction in net position resulted from the standards requirements for the University to record as of the beginning of the year its \$18.5 million proportionate share of the PERSI defined benefit plan pension obligations, and the \$3 million deferred outflows for resources from prior year contributions made after the PERSI plan measurement date. The University's implementation of these new accounting standards is disclosed in Note 1 of the University's notes to the financial statements.

We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Management Judgments and Accounting Estimates

The Audit Committee should be informed about the process used by management in formulating particularly sensitive accounting estimates and about the basis for the auditor's conclusions regarding the reasonableness of those estimates.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable at June 30, 2015
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post-employment benefit obligations



Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 1 related to the restatement of net position discussed above as part of the implementation of GASBS 68, Note 8 related to bonds and notes payable, Notes 10 related to retirement plans, Note 11 related to pension plans, Note 12 related to postemployment benefits (other than pensions), and Note 14 related to the Boise State University Foundation component unit.

Significant Difficulties Encountered in Performing the Audit

The Audit Committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no known or likely misstatements identified during the audit, other than those considered trivial.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 28, 2015.



Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

OTHER MATTERS

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our responsibility for other information in the management's discussion and analysis on pages 3 through 13 and certain information in Note 11, Pension Plans and Note 12 Postretirement Benefits Other Than Pensions, which is labeled as "required supplementary information," includes applying certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

MOSS-ADAMS LLP

This information is intended solely for the use of the Audit Committee of the Idaho State Board of Education and management of Boise State University and is not intended to be and should not be used by anyone other than these specified parties.

Moss Adams LLP

Eugene, Oregon

September 28, 2015

Idaho State University

Presentation of Audit Results

November 10, 2015

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for ISU

Tammy Erickson, Partner
Brandon Flory, Manager

5 auditors at ISU from Moss Adams
2 IT specialists

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 11 - 15
August 24 – 28

Audit Reporting and Timing

Audit Report Dated	September 28, 2015
Audit Report Issued	September 28, 2015
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to A-133	None Reported

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

**IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?

☐ Yes ☒ No

Identification of Major Programs

<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued</i>
Various	Student Financial Aid Cluster	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$ 638,743

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

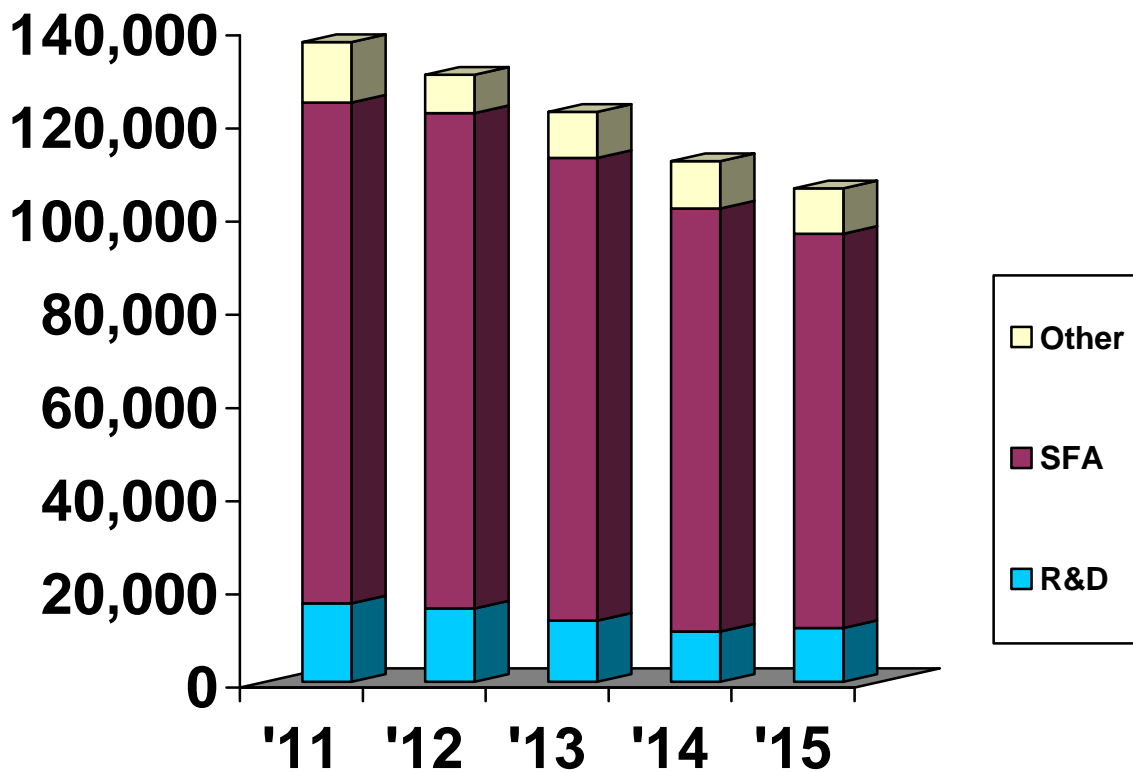
None reported

Idaho State University

Presentation of Audit Results – cont.

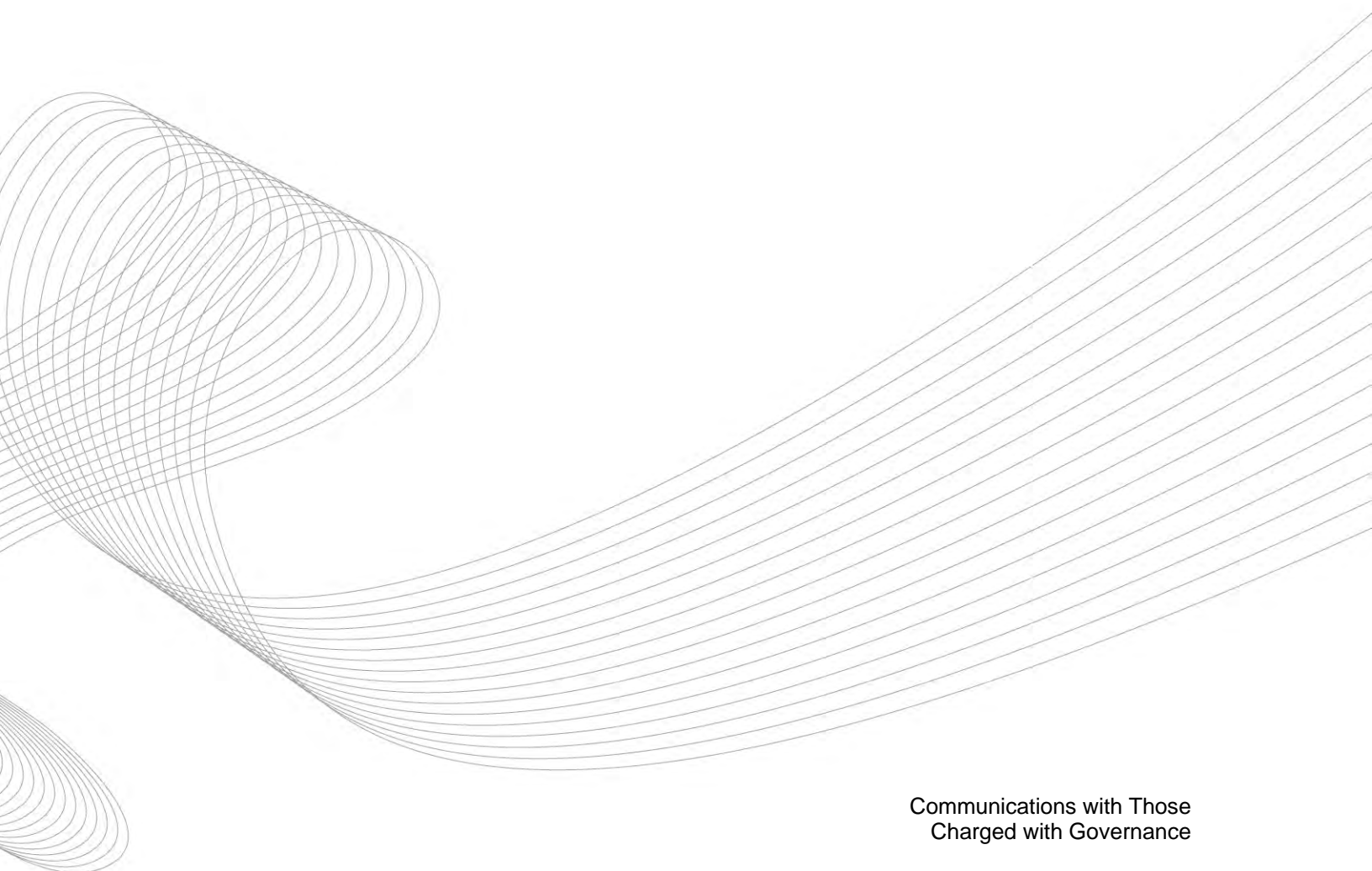
November 10, 2015

Federal Expenditures 5 Year Trend *(in thousands)*



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Communications with Those
Charged with Governance

Idaho State University

June 30, 2015

MOSS-ADAMS_{LLP}

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COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

To the Audit Committee
Idaho State Board of Education

We have audited the accompanying financial statements of Idaho State University (University) and its discretely presented component unit; Idaho State University Foundation, Inc. as of and for the year ended June 30, 2015, and have issued our report thereon dated September 28, 2015. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 14. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States of America

As stated in a meeting with the Audit Committee on March 11, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial statement audits contained in *Government Auditing Standards* and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

To the Audit Committee
Idaho State Board of Education
September 28, 2015
Page 2

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States of America (continued)

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for other information in the management's discussion and analysis on pages 4 through 17 and certain information in Note 11, *Pension Plan*, and Note 10, *Postemployment Benefits Other Than Pensions*, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

To the Audit Committee
Idaho State Board of Education
September 28, 2015
Page 3

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 11, 2015.

SIGNIFICANT AUDIT FINDINGS AND ISSUES

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. No new accounting policies were adopted and there were no changes in the application of existing policies during 2015. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, the valuation of investments, and the actuarially determined liability related to other post employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Note 8 related to noncurrent liabilities, Notes 11 and 12 related to retirement plans, and Note 14 related to the component unit.

To the Audit Committee
Idaho State Board of Education
September 28, 2015
Page 4

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

The information below summarizes an uncorrected misstatement of the financial statements. Management has determined the effect is immaterial, both individually and in the aggregate, to the financial statements as a whole. The adjustment is an entry to fully depreciate an asset that was not previously being depreciated. In 2013, management elected to depreciate an asset over four years rather than all in the prior year. To correct this in the current year statements, net assets would decrease by \$1,072,719, depreciation expense would decrease by \$536,359, and accumulated depreciation would increase by \$536,359.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

To the Audit Committee
Idaho State Board of Education
September 28, 2015
Page 5

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 28, 2015.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” in certain situations. If a consultation involves application of an accounting principle to the University’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

❧ ❧ ❧

To the Audit Committee
Idaho State Board of Education
September 28, 2015
Page 6

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Idaho State University and is not intended to be, and should not be used by anyone other than these specified parties.

Moss Adams LLP

Eugene, Oregon

:tma

Eastern Idaho Technical College

Presentation of Audit Results

November 10, 2015

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for EITC

Tammy Erickson, Partner

Brandon Flory, In Charge

4 auditors at EITC from Moss Adams

Fieldwork Dates

Interim Fieldwork

May 25 - 29

F/S Fieldwork

August 17 - 21

Audit Reporting and Timing

Audit Report Dated

October 2, 2015

Audit Report Issued

October 2, 2015

Auditors Report on Financial Statements

Unmodified

Auditors Report on Compliance

Unmodified

Internal Control Issues Identified & Reported

None Reported

Audit findings related to A-133

None Reported

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

**EASTERN IDAHO TECHNICAL COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?

☐ Yes ☒ No

Identification of Major Federal Programs

<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued</i>
Various	Student Financial Assistance Cluster	Unmodified
84.048A	Career and Technical Education – Basic Grants to States (Perkins IV)	Unmodified

- Dollar threshold used to distinguish between type A and type B programs:

\$ 300,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

Section II - Financial Statement Findings

None

**EASTERN IDAHO TECHNICAL COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

Section III - Federal Award Findings and Questioned Costs

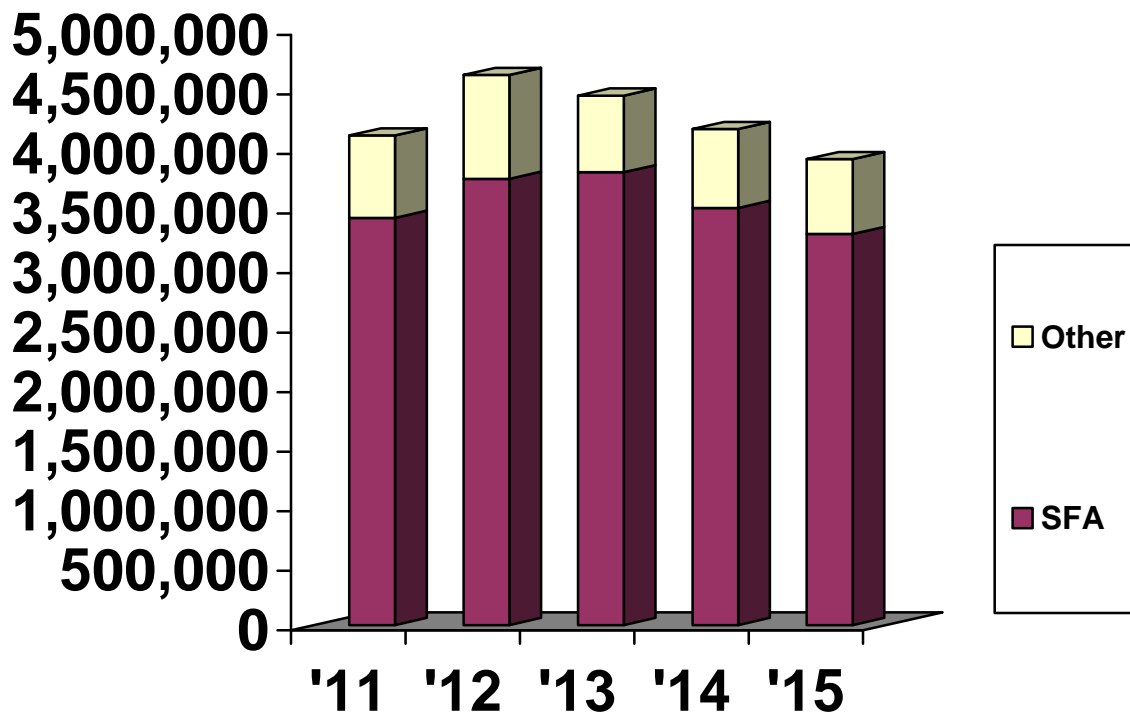
None

Eastern Idaho Technical College

Presentation of Audit Results – cont.

November 10, 2015

Federal Expenditures 5 Year Trend



MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

To the Audit Committee
Idaho State Board of Education

We have audited the financial statements of Eastern Idaho Technical College (College) as of and for the year ended June 30, 2015, and have issued our report thereon dated October 2, 2015. Those financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on those financial statements based on our audit. We did not audit the financial statements of the College's discretely presented component unit, and our opinion, insofar as it relates to the amounts included for the component unit of the Eastern Idaho Technical College Foundation, Inc., is based solely on the report of other auditors. Professional standards require that we provide you with the following information related to our audit. This required information does not include the outcome of other auditors' audit results or other matters that are reported on separately by other auditors.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States of America

As stated in a meeting with the Audit Committee on March 11, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purpose of determining our audit procedures and not to provide assurance concerning such internal control.

To the Audit Committee
Idaho State Board of Education
October 2, 2015
Page 2

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States of America (continued)

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 11, 2015, with the exception of the issuance of the statements which was delayed due to the timing of the receipt of the financial statement drafts.

To the Audit Committee
Idaho State Board of Education
October 2, 2015
Page 3

SIGNIFICANT AUDIT FINDINGS**Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2015. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. We did not identify any material transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The most sensitive estimates affecting the financial statements were the actuarial determination of the liability related to other postemployment benefit obligations, pensions, the amount of the compensated absence accrual, the approximation of allowance for doubtful accounts, and the useful lives of capital assets.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements were Note 7- pension plans (and the related Note 8 for the restatement due to GASB 68), Note 9 - postemployment benefits other than pensions and Note 14 - related parties.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

To the Audit Committee
Idaho State Board of Education
October 2, 2015
Page 4

SIGNIFICANT AUDIT FINDINGS (continued)**Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no uncorrected misstatements identified during the audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 2, 2015.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed in those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

To the Audit Committee
Idaho State Board of Education
October 2, 2015
Page 5

SIGNIFICANT AUDIT FINDINGS (continued)

Communications with Management

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.



This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Eastern Idaho Technical College and is not intended to be, and should not be used by anyone other than these specified parties.

Eugene, Oregon

:tma

Idaho State Board of Education

Presentation of Audit Results – cont.

November 10, 2015

We are proud to be the auditor for Idaho Colleges and Universities and would like to extend our thanks to the Board Members, the Office of the State Board, and the Institutions.

Questions & Comments?

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

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**AUDIT COMMITTEE
DECEMBER 10, 2015**

SUBJECT

FY 2015 College and Universities' Unrestricted Net Position

REFERENCE

December 2012-2014

Annual Audit report submitted to the Board

BACKGROUND/DISCUSSION

The net position balances are shown in the Attachments as of June 30, 2015. The net position is broken down as follows:

Invested in capital assets, net of related debt: This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

Restricted, expendable: This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

Restricted, nonexpendable: This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted: This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff. Not all source of revenues noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

Obligated: Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

Designated: Designated net position represents balances not yet legally contracted but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns

**AUDIT COMMITTEE
DECEMBER 10, 2015**

from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2015, so reserves shown as "designated" on this report could be "obligated" at any point in the current fiscal year.

Unrestricted Funds Available: Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

IMPACT

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5% of operating expenditures as a benchmark in its [Strategic Plan](#) (Goal 3, Objective D). The institutions' unrestricted funds available as a percent of operating expenses are as follows:

	FY 2012	FY 2013	FY 2014	FY 2015
BSU:	3.5%	5.0%	6.1%	5.1%
ISU:	7.3%	12.6%	16.2%	15.6%
UI:	2.6%	2.7%	4.2%	5.1%
LCSC:	3.8%	5.1%	6.5%	6.3%

ATTACHMENTS

BSU Net Position Balances	Page 3
ISU Net Position Balances	Page 5
UI Net Position Balances	Page 7
LCSC Net Position Balances	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The institutions will present a brief analysis of their respective unrestricted net position.

BOARD ACTION

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

Idaho College and Universities - BOISE STATE UNIVERSITY
Net Asset Balances
As of June 30, 2015

	6/30/2015
1 Net Assets:	
2 Invested in capital assets, net of related debt	271,499,293
3 Restricted, expendable	14,640,607
4 Restricted, nonexpendable	-
5 Unrestricted	93,638,956
6 Total Net Assets	379,778,856
7	
8 Unrestricted Net Assets:	93,638,956
9 Obligated (Note A)	
10 Debt Reserves	18,790,000
11 Capital Projects	
12 Facilities	12,044,255
13 Equipment	40,000
14 Program Commitments	
15 Academic	8,802,075
16 Research	2,744,447
17 Other	5,829,906
18 Administrative Initiatives	3,165,013
19 Total Obligated	51,415,696
20 Designated (Note B)	
21 Capital Projects	
22 Facilities	17,250,000
23 FFE	20,000
24 Program Commitments	
25 Academic	3,873,888
26 Research	1,979,154
27 Other	380,945
28 Administrative Initiatives	786,508
29 Other	462,000
30	
31 Total Designated	24,752,495
32	
33 Unrestricted Funds Available (Note C)	17,470,765
34 FY15 Operating Expenses	341,022,792
35 Ratio of Unrestricted Funds Available to operating expenses	5.12%
36 5% of operating expenses (minimum reserve target)	17,051,140
37	
38 Two months of operating expenses	56,837,132
39 Ratio of Unrestricted Funds Available to two months of operating expenses	31%
40 Number of days expenses covered by Unrestricted Funds Available	19.00

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Unfunded Enrollment Workload Adjustment (EWA)
Budget reductions or holdbacks
Enrollment fluctuations

Idaho College and Universities - Idaho State University

Net Asset Balances

As of June 30, 2015

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Assets:	FY15
2	Invested in capital assets, net of related debt	\$126,573,391
3	Restricted, expendable	\$4,961,978
4	Restricted, nonexpendable	
5	Unrestricted	\$109,572,065
6	Total Net Assets	<u>\$241,107,434</u>
7		
8	Unrestricted Net Assets:	109,572,065
9	Obligated (Note A)	
10	Debt Reserves	9,154,155
11	Capital Projects	
12	Facilities	-
13	Equipment	8,249,963
14	Program Commitments	
15	Academic	11,521,417
16	Research	-
17	Other	
18	Administrative Initiatives	170,000
19	Other	1,989,719
20		-
21	Total Obligated	<u>31,085,254</u>
22		
23	Designated (Note B)	
24	Capital Projects	
25	Facilities	9,357,539
26	Equipment	
27	Program Commitments	
28	Academic	15,115,231
29	Research	4,654,983
30	Other	9,878,940
31	Administrative Initiatives	2,606,591
32	Other	1,170,053
33		-
34	Total Designated	<u>42,783,338</u>
35		
36	Unrestricted Available (Note C)	<u>35,703,473</u>
37		
38	Operating expenses	228,567,678
39	Ratio of Unrestricted Funds Available to operating expenses	15.6%
40	5% of operating expenses (minimum available reserve target)	11,428,384
41		
42	Two months operating expenses	38,094,613
43	Ratio of Unrestricted Funds Available to two months of operating expenses	94%
44	Ratio of Designated and Unrestricted Funds Available to operating expenses	34%
45	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	48%
46	Number of days expenses covered by Unrestricted Funds Available	57.01

Note A: Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions or holdbacks.

**Idaho College and Universities
Net Position Balances**

As of June 30, 2015

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Position:	University of Idaho	
2	Invested in capital assets, net of related debt		\$ 248,984,259
3	Restricted, expendable		23,498,196
4	Unrestricted		68,166,145
5	Total Net Position		<u>\$ 340,648,600</u>
6	Unrestricted Net Position:		\$ 68,166,145
7	Obligated (Note A)		
	- Debt Service Obligations	\$ 13,608,755	
	- Capital Project and Equipment Fund Obligations	<u>8,087,781</u>	
	Total Obligated Funds		\$ 21,696,536
8	Designated (Note B)		
	Academic Funds:		
	- Dedicated Course Fees	\$ 928,147	
	- Research Funds	1,773,857	
	- Faculty Start-up Funds	599,042	
	- Support Funds	4,047,561	
	Total Academic Funds		\$ 7,348,607
	Agricultural Extension Funds:		
	- Agricultural Extension Education Funds	\$ 536,370	
	- Agricultural Extension Research Funds	923,578	
	- Agricultural Extension Support Funds	983,105	
	Total Agricultural Extension Funds		2,443,053
	Student Funds:		
	- Student Services Funds	\$ 827,796	
	- Student Scholarship Funds	124,072	
	Total Student Funds		951,869
	Faculty Start-up & Research Support Funds (from F&A)		7,283,318
	Anticipated University Capital Projects:		
	Wallace Renovation		5,000,000
	Service Centers		1,647,247
	Benefits & Self-Insured Health Plan		301,606
	Auxiliary Services Funds		1,842,277
	Facility/Departmental Repair and Replacement Funds		606,758
	Total Designated Funds		<u>\$ 27,424,735</u>
9	Unrestricted Available (Note C)		<u>\$ 19,044,874</u>

Idaho College and Universities Net Position Balances

As of June 30, 2015

Information Taken from Workpapers Relating to Audited Financial Statements

10	Operating expenses	\$372,738,938
11	Ratio of Unrestricted Funds Available to operating expenses	5.1%
12	5% of operating expenses (minimum available reserve target)	\$18,636,947
13	Two months operating expenses	\$62,123,156
14	Ratio of Unrestricted Funds Available to two months of operating expenses	31%
15	Number of days expenses covered by Unrestricted Funds Available	19

NOTES

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Budget reductions or holdbacks
Enrollment fluctuations
Unfunded Enrollment Workload Adjustment (EWA)

Lewis-Clark State College

Net Position Balances

As of June 30, 2015

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Position:	LCSC
2	Invested in capital assets, net of related debt	\$46,527,570
3	Restricted, expendable	905,456
4	Restricted, nonexpendable	0
5	Unrestricted	26,709,479
6	Total Net Position	\$74,142,505
7		
8	Unrestricted Net Position:	\$26,709,479
9	Obligated (Note A)	
10	Debt Service	2,338,467
11	Other	779,338
12		
13	Total Obligated	\$3,117,806
14		
15	Designated (Note B)	
16	Capital Projects	
17	Facilities	\$7,926,471
18	Equipment	2,864,899
19	Program Commitments	
20	Academic	3,810,934
21	Other	4,914,723
22	Strategic Initiatives	500,000
23	Other	497,007
24	Total Designated	\$20,514,034
25		
26	Unrestricted Available (Note C)	\$3,077,640
27		
28	Operating expenses	\$48,861,907
29	Ratio of Unrestricted Funds Available to operating expenses	6.3%
30	Ratio of Designated and Unrestricted Funds Available to operating expenses	48.3%
31	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	54.7%
32	5% of operating expenses (minimum available reserve target)	\$2,443,095
33		
34	Two months operating expenses	\$8,143,651
35	Ratio of Unrestricted Funds Available to two months of operating expenses	38%
36	Number of days expenses covered by Unrestricted Funds Available	23

Note A: Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitment exists.

Note B: Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Enrollment fluctuations

Budget reductions or holdbacks

**AUDIT COMMITTEE
DECEMBER 10, 2015**

SUBJECT

FY 2015 College and Universities' Financial Ratios

REFERENCE

December 2012-2014

Annual report submitted to the Idaho State Board of Education (Board)

BACKGROUND/DISCUSSION

The ratios presented measure the financial health of the institution and include a "Composite Financial Index" comprised of four ratios. The ratios are designed as a management tool to measure financial activity and trends within an institution. They do not lend themselves to comparative analysis between institutions because of the varying missions and current initiatives taking place at a given institution.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally developed ratio benchmarks model is built around this combined picture.¹ An institution foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

Ratio	Measure	Benchmark
Primary reserve	Sufficiency of resources and their flexibility; good measure for net assets	.40
Viability	Capacity to repay total debt through reserves	1.25
Return on net assets	Whether the institution is better off financially this year than last	6.00%
Net operating revenues	Whether institution is living within available resources	2.00%
Composite Financial Index	Combines four ratios using weighting	3.0

IMPACT

The ratios and analyses are provided in order for the Board to review the financial health and relative efficiency of each institution.

ATTACHMENTS

Boise State University

Page 3

Idaho State University

Page 4

University of Idaho

Page 5

Lewis-Clark State College

Page 6

¹ See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's well vetted analysis developed by industry experts has been around and evolving since 1980. It is widely used and accepted in the higher education finance community.

STAFF COMMENTS AND RECOMMENDATIONS

The institutions will present a brief analysis of their financial ratios and will be available for questions by the Board.

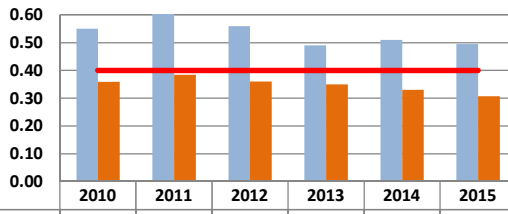
BOARD ACTION

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

Boise State University

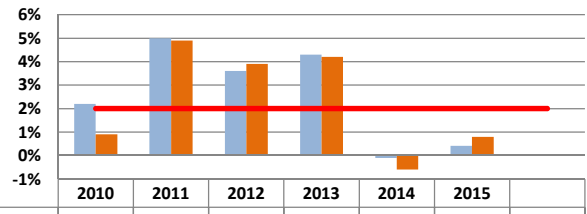
	2010	2011	2012	2013	2014	2015	Benchmark
Primary Reserve Consolidated	0.55	0.61	0.56	0.49	0.51	0.49	0.40
BSU Only	0.36	0.38	0.36	0.35	0.33	0.31	0.40
Net Operating Revenues Consolidated	2.20%	5.00%	3.60%	4.30%	-0.10%	0.42%	2.00%
BSU Only	0.90%	4.90%	3.90%	4.20%	-0.60%	0.80%	2.00%
Return on Net Assets Consolidated	5.80%	9.50%	6.10%	6.60%	2.20%	3.82%	6.00%
BSU Only	3.70%	7.10%	8.30%	12.00%	0.50%	2.70%	6.00%
Viability Consolidated	0.68	0.83	0.78	0.77	0.81	0.81	1.25
BSU Only	0.44	0.50	0.47	0.49	0.50	0.49	1.25
CFI Consolidated	2.91	3.96	3.25	3.20	2.21	2.42	3.00
BSU Only	1.82	2.84	2.72	3.13	1.25	1.61	3.00

Boise State University Primary Reserve



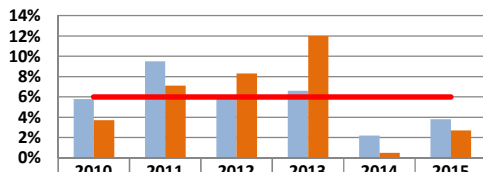
Consolidated	0.55	0.61	0.56	0.49	0.51	0.49
BSU Only	0.36	0.38	0.36	0.35	0.33	0.31
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4

Boise State University Net Operating Revenues



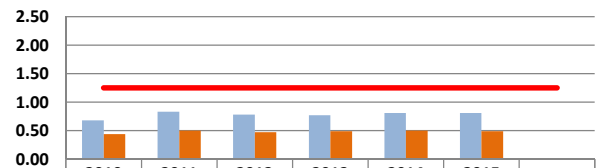
Consolidated	2.20%	5.00%	3.60%	4.30%	-0.10%	0.42%
BSU Only	0.90%	4.90%	3.90%	4.20%	-0.60%	0.80%
Benchmark	2%	2%	2%	2%	2%	2%

Boise State University Return on Net Assets



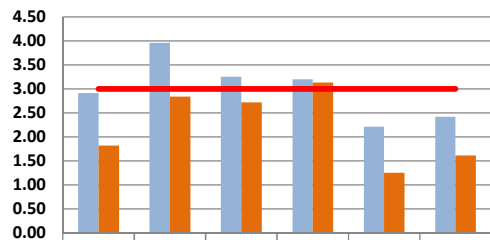
Consolidated	5.80%	9.50%	6.10%	6.60%	2.20%	3.82%
BSU Only	3.70%	7.10%	8.30%	12.00%	0.50%	2.70%
Benchmark	6%	6%	6%	6%	6%	6%

Boise State University Viability



Consolidated	0.68	0.83	0.78	0.77	0.81	0.81
BSU Only	0.44	0.50	0.47	0.49	0.50	0.49
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25

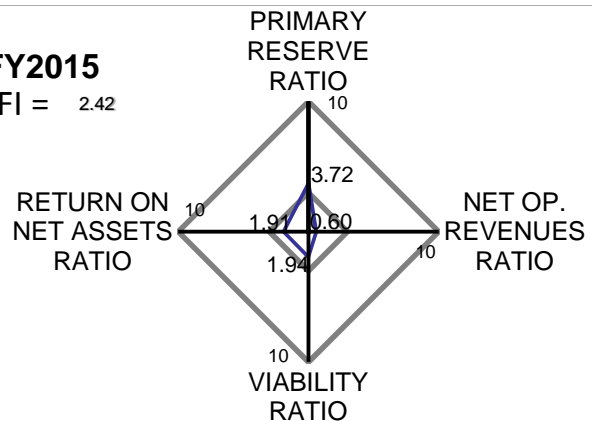
BSU Consolidated Financial Index



Consolidated	2.91	3.96	3.25	3.20	2.21	2.42
BSU Only	1.82	2.84	2.72	3.13	1.25	1.61
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0

FY2015

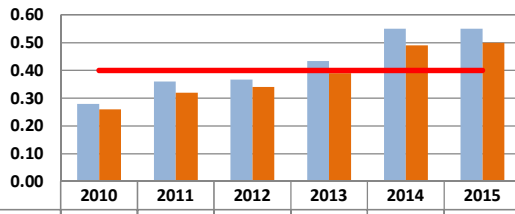
CFI = 2.42



Idaho State University

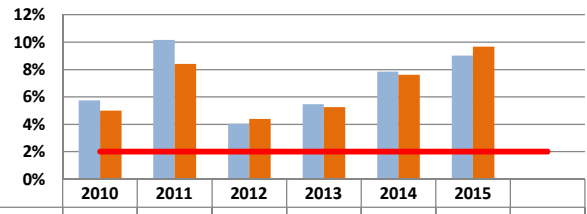
	2010	2011	2012	2013	2014	2015	Benchmark
Primary Reserve Consolidated	0.28	0.36	0.37	0.43	0.55	0.55	0.40
ISU Only	0.26	0.32	0.34	0.39	0.49	0.50	0.40
Net Operating Revenues Consolidated	5.75%	10.17%	4.05%	5.47%	7.86%	9.03%	2.00%
ISU Only	4.99%	8.41%	4.38%	5.25%	7.62%	9.68%	2.00%
Return on Net Assets Consolidated	7.73%	14.48%	5.01%	5.64%	10.41%	9.77%	6.00%
ISU Only	9.49%	12.60%	5.81%	5.57%	8.55%	11.26%	6.00%
Viability Consolidated	0.73	1.03	1.20	1.49	2.02	2.29	1.25
ISU Only	0.74	0.95	1.15	1.43	1.92	2.23	1.25
CFI Consolidated	2.93	4.71	3.07	3.74	5.19	5.35	3.00
ISU Only	2.98	4.09	3.06	3.54	4.75	5.31	3.00

Idaho State University Primary Reserve



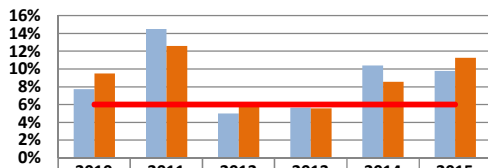
Consolidated	0.28	0.36	0.37	0.43	0.55	0.55
ISU Only	0.26	0.32	0.34	0.39	0.49	0.50
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4

Idaho State University Net Operating Revenues



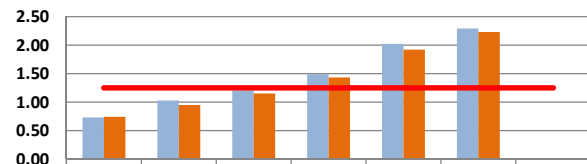
Consolidated	5.75%	10.17%	4.05%	5.47%	7.86%	9.03%
ISU Only	4.99%	8.41%	4.38%	5.25%	7.62%	9.68%
Benchmark	2%	2%	2%	2%	2%	2%

Idaho State University Return on Net Assets



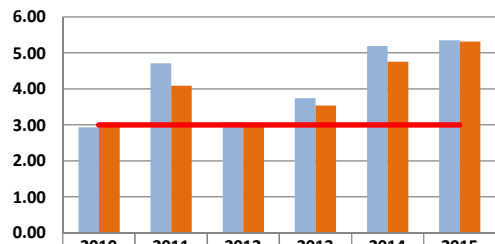
Consolidated	7.73%	14.48%	5.01%	5.64%	10.41%	9.77%
ISU Only	9.49%	12.60%	5.81%	5.57%	8.55%	11.26%
Benchmark	6%	6%	6%	6%	6%	6%

Idaho State University Viability



Consolidated	0.73	1.03	1.20	1.49	2.02	2.29
ISU Only	0.74	0.95	1.15	1.43	1.92	2.23
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25

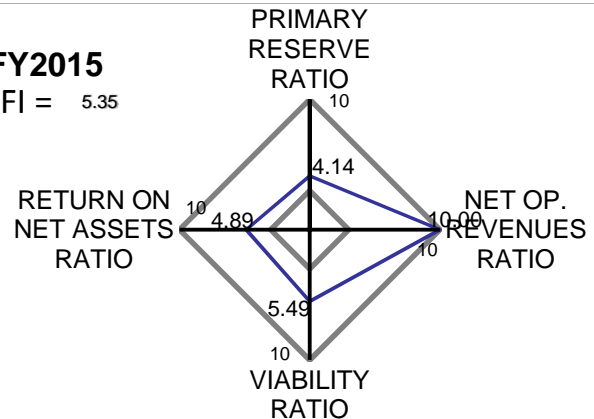
ISU Consolidated Financial Index



Consolidated	2.93	4.71	3.07	3.74	5.19	5.35
ISU Only	2.98	4.09	3.06	3.54	4.75	5.31
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0

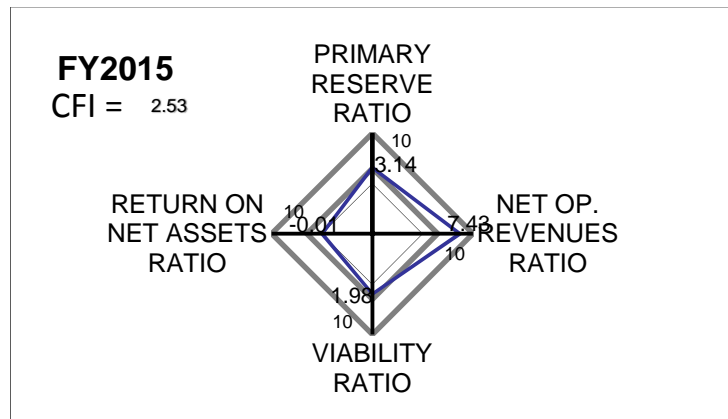
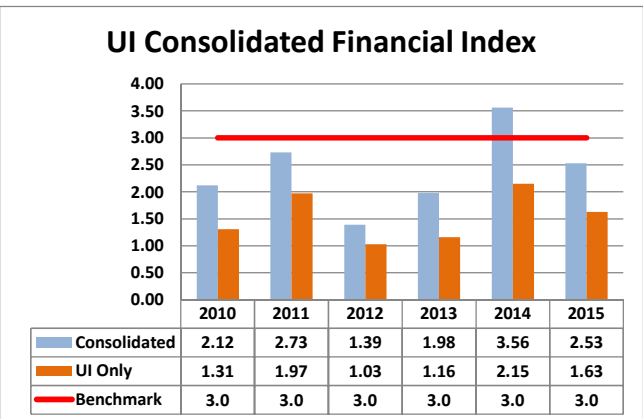
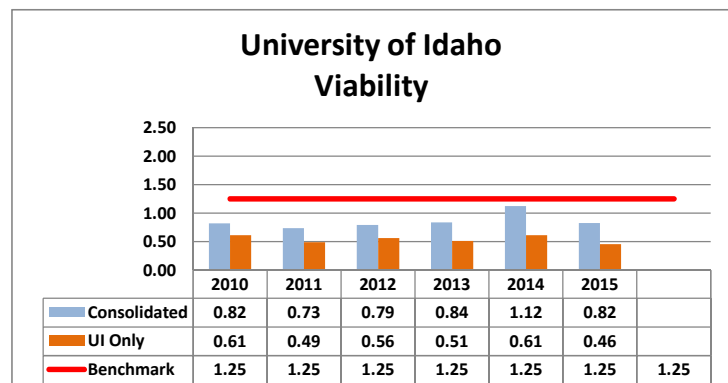
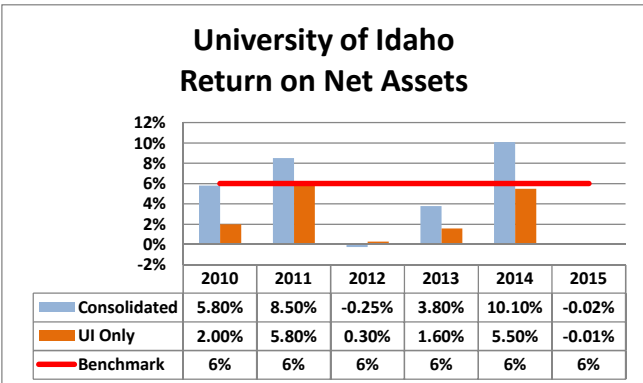
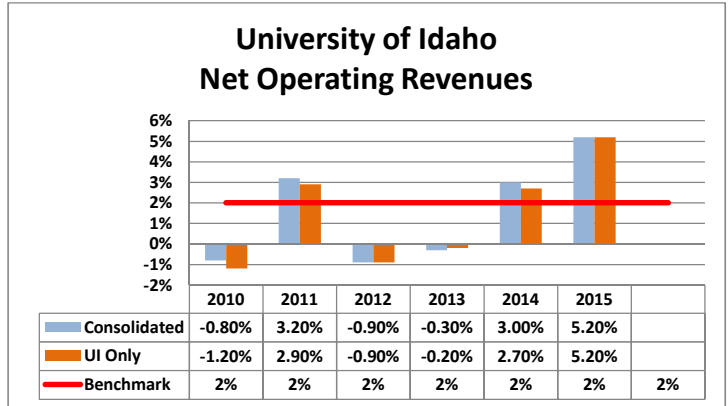
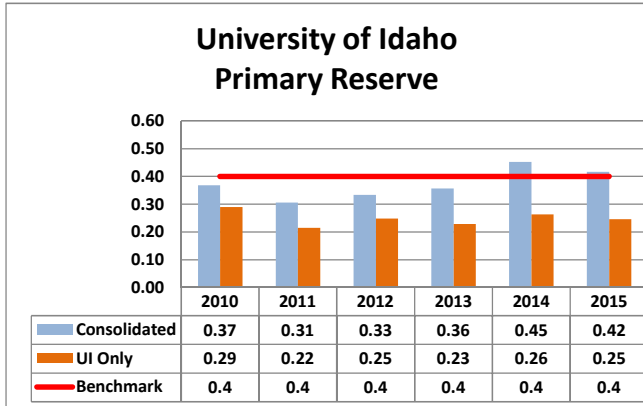
FY2015

CFI = 5.35



University of Idaho

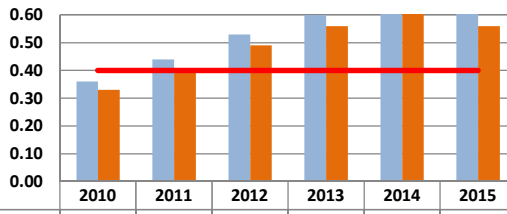
	2010	2011	2012	2013	2014	2015	Benchmark
Primary Reserve Consolidated	0.37	0.31	0.33	0.36	0.45	0.42	0.40
UI Only	0.29	0.22	0.25	0.23	0.26	0.25	0.40
Net Operating Revenues Consolidated	-0.80%	3.20%	-0.90%	-0.30%	3.00%	5.20%	2.00%
UI Only	-1.20%	2.90%	-0.90%	-0.20%	2.70%	5.20%	2.00%
Return on Net Assets Consolidated	5.80%	8.50%	-0.25%	3.80%	10.10%	-0.02%	6.00%
UI Only	2.00%	5.80%	0.30%	1.60%	5.50%	-0.01%	6.00%
Viability Consolidated	0.82	0.73	0.79	0.84	1.12	0.82	1.25
UI Only	0.61	0.49	0.56	0.51	0.61	0.46	1.25
CFI Consolidated	2.12	2.73	1.39	1.98	3.56	2.53	3.00
UI Only	1.31	1.97	1.03	1.16	2.15	1.63	3.00



Lewis-Clark State College

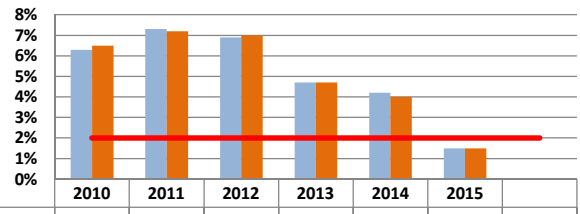
	2010	2011	2012	2013	2014	2015	Benchmark
Primary Reserve Consolidated	0.36	0.44	0.53	0.60	0.69	0.63	0.40
LCSC Only	0.33	0.40	0.49	0.56	0.62	0.56	0.40
Net Operating Revenues Consolidated	6.30%	7.30%	6.90%	4.71%	4.20%	1.50%	2.00%
LCSC Only	6.50%	7.20%	7.00%	4.70%	4.00%	1.50%	2.00%
Return on Net Assets Consolidated	20.00%	10.50%	8.20%	6.76%	8.13%	2.00%	6.00%
LCSC Only	20.00%	9.90%	8.80%	6.10%	6.90%	1.90%	6.00%
Viability Consolidated	1.74	2.67	4.09	5.54	8.41	10.21	1.25
LCSC Only	1.59	2.41	3.77	5.09	7.53	9.04	1.25
CFI Consolidated	5.10	5.50	6.60	7.57	10.10	10.64	3.00
LCSC Only	5.30	5.09	6.30	7.03	10.30	10.63	3.00

Lewis-Clark State College Primary Reserve



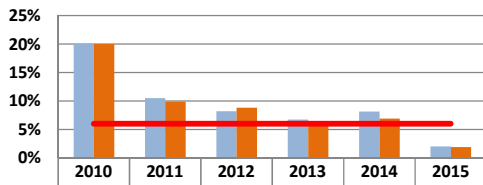
Consolidated	0.36	0.44	0.53	0.60	0.69	0.63
LCSC Only	0.33	0.40	0.49	0.56	0.62	0.56
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4

Lewis-Clark State College Net Operating Revenues



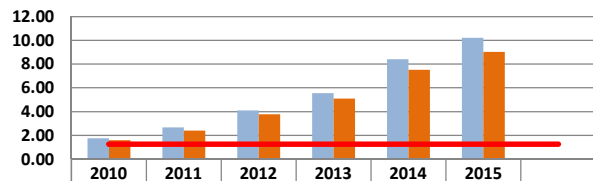
Consolidated	6.30%	7.30%	6.90%	4.71%	4.20%	1.50%
LCSC Only	6.50%	7.20%	7.00%	4.70%	4.00%	1.50%
Benchmark	2%	2%	2%	2%	2%	2%

Lewis-Clark State College Return on Net Assets



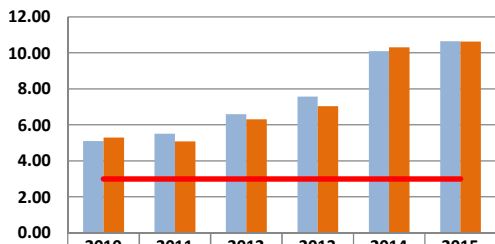
Consolidated	20.00%	10.50%	8.20%	6.76%	8.13%	2.00%
LCSC Only	20.00%	9.90%	8.80%	6.10%	6.90%	1.90%
Benchmark	6%	6%	6%	6%	6%	6%

Lewis-Clark State College Viability



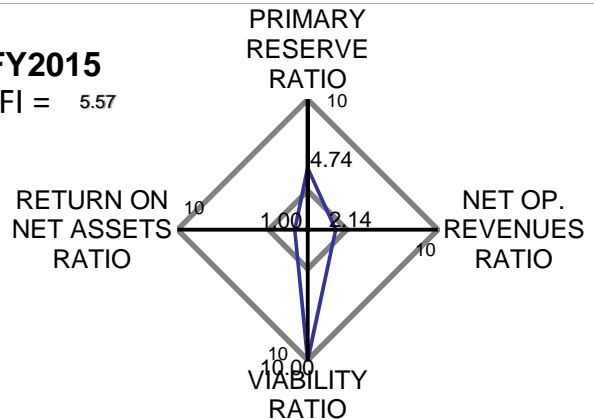
Consolidated	1.74	2.67	4.09	5.54	8.41	10.21
LCSC Only	1.59	2.41	3.77	5.09	7.53	9.04
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25

LCSC Consolidated Financial Index



Consolidated	5.10	5.50	6.60	7.57	10.10	10.64
LCSC Only	5.30	5.09	6.30	7.03	10.30	10.63
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0

FY2015
CFI = 5.57



EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Eastern Idaho Technical College operating agreement with Eastern Idaho Technical College Foundation

REFERENCE

April 2012 Idaho State Board of Education (Board) approval of Eastern Idaho Technical College (EITC) operating agreement with EITC Foundation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

Board policy V.E. requires a foundation of an institution be brought before the Board to be formally recognized as a nonprofit corporation or affiliated foundation to benefit a public college or university in Idaho. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval. The operating agreement addresses the topics outlined in Policy V.E.

The Executive Director of the Eastern Idaho Technical College Foundation (EITCF), in conjunction with the Directors of the EITCF, review policies and agreements in order to ensure they are up to date. Attached are documents for consideration of approval by the Audit Committee and Board of Education.

Revisions to the Investment Policy include the addition of items 1.I-n, (Attachment 4, page 27) addressing foreign securities, emerging market securities, and publicly traded REITs. The diversification guidelines have been updated as shown in the table below.

	2012 Agreement	2015 Agreement
Asset Class	Preferred	Preferred
Equities	45-55%	45-70%
Fixed Income	35-45%	25-50%
Cash & Equivalents	0-10%	0-20%

Attachment 5, Amendments to Code of Ethics, includes additions for violations of ethics policy and violation of conflict of interest policy. Attachment 8, Article Nine amendment, proposes procedures to remove a member. Finally, Attachment 9, Article Seventeen amendment, enumerates the qualifications of the Director and other board members.

IMPACT

Approval of the amended operations agreement would allow the institution and foundation to operate under the new agreement.

**AUDIT COMMITTEE
DECEMBER 10, 2015**

ATTACHMENTS

Attachment 1	Operating Agreement	Page 5
Attachment 2	Loaned Employee Agreement	Page 18
Attachment 3	Services Agreement	Page 23
Attachment 4	Investment Policy	Page 25
Attachment 5	Amendments to Code of Ethics	Page 32
Attachment 6	Code of Ethical Conduct	Page 33
Attachment 7	Bylaws	Page 37
Attachment 8	Article Nine Amendment	Page 47
Attachment 9	Article Seventeen Amendment	Page 49

STAFF COMMENTS AND RECOMMENDATIONS

The Audit Committee reviewed the changes listed above at its June meeting and approved all of the changes except revisions to the Investment Policy. The concerns related to the Investment Policy included the added investment options for foreign securities, emerging market securities and publicly traded real estate investment trusts (REITs). EITC management provided the following information to the Audit Committee:

One of the primary investments that the Foundation has been using has been Mutual funds. In today's global markets, mutual fund portfolio companies have been changing and becoming more diverse when considering the country of operation. It was recommended to the Foundation by their auditors that they disclose a breakdown of investments that was more reflective of the potential of mutual funds today and where they have their investments. The auditors suggested that the foundation clarify the potential for their investments to be held in these Foreign Securities, Emerging Market Securities and real estate investment trusts (REITs) if the mutual fund managers chose to invest in that way. Secondly because of the difficulty in determining the Foreign securities and emerging markets elements portion of their investment they felt that it would be best to disclose in the agreement the breakdown provided by their current investments managers.

EITC management also clarified that the mutual funds may include limited investments in the areas listed above, but noted that the foundation does not invest directly in these instruments.

The Audit Committee was satisfied with the explanations provided by EITC management on the disclosure recommendations made by the external auditors, and is forwarding the EITCF operating agreement to the Board with a recommendation for approval. Staff recommends approval.

**AUDIT COMMITTEE
DECEMBER 10, 2015**

BOARD ACTION

I move to approve the amended operating agreement between Eastern Idaho Technical College and the Eastern Idaho Technical College Foundation, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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**OPERATING AGREEMENT BETWEEN
EASTERN IDAHO TECHNICAL FOUNDATION, INC.
AND
EASTERN IDAHO TECHNICAL COLLEGE**

THIS AGREEMENT, entered into as of this ____ day of _____, 2015, is between Eastern Idaho Technical College, herein known as "College" and the Eastern Idaho Technical College Foundation, Inc., herein known as "Foundation".

WHEREAS, the Foundation was organized and incorporated in 1992 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the College.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the College, and provide opportunities for students and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the College in the building of the endowment to address, through financial support, the long-term academic and other priorities of the College.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the College; soliciting cash, securities, real and intellectual property, and other private resources for the support of the College; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, furthermore, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Agreement, personnel experienced in planning for and managing private contributions and works with the College to assist and advise in such activities.

WHEREAS, the parties hereby acknowledge that they will at all times conform to and abide

by, the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations policy, § V.E., and that they will submit this Agreement for initial prior State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

ARTICLE I Foundation Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the College. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the College from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the College; and (3) support and assist the College in fundraising and donor relations.

In carrying out its purposes the Foundation shall not engage in activities that conflict with (1) federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) applicable policies of the State Board; or (3) the role and mission of the College.

ARTICLE II Foundation Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the College and the State Board. All amendments of such documents shall also be provided to the College and the State Board. Furthermore, the Foundation shall, to the extent practicable, provide the College with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws.

ARTICLE III

College Resources and Services

1. College Employees.

- a. *College/Foundation Liaison:* The College's President shall serve as the College's Liaison to the Foundation.
 - i. The College's President shall be responsible for coordinating the College's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the College to the Foundation.
 - ii. The College President or her/his designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the College to the Foundation's Board of Directors regarding the College's coordination with the Foundation's fundraising efforts.
- b. *Executive Director:* The Executive Director of the Foundation is an employee of the College loaned to the Foundation. All of the Executive Director's services shall be provided directly to the Foundation as follows:
 - i. The Executive Director shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the Executive Director may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in iv below. The Executive Director shall be subject to the control and direction of the Foundation.
 - ii. The Executive Director shall be an employee of the College and entitled to College benefits to the same extent and on the same terms as other full-time College employees of the same classification as the Executive Director.
 - iii. The College shall be responsible for all costs incurred by the College in connection with the College's employment of the Executive Director including such expenses as salary, payroll taxes, and benefits.
 - iv. The Foundation and the College shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the Executive Director is an employee of the College but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the College with respect to the Executive Director, including the following:
 - 1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law; such termination may include election by the Foundation for non-renewal of the Loaned

Employee Agreement.

2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall also result in termination of any obligation of the College to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the College.
 3. Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation Chairman or her/his designee. Further, the Foundation shall have the primary role in hiring a Loaned Employee, subject to applicable State or College requirements.
- c. *Other Loaned Employees.* Other loaned employees providing services pursuant to this Agreement shall also serve pursuant to a Loaned Employee Agreement, Exhibit "A", which shall set forth their particular responsibilities and duties.
 - d. *Other College Employees Holding Key Foundation or Administrative or Policy Positions:* In the event the College and the Foundation determine it is appropriate for one or more additional College employees who function in a key administrative or policy making capacity for the College (including, but not limited to, any College Dean or equivalent position) to serve both the College and the Foundation, then, pursuant to Section V.E.2.c.l.a. of the Board Policy Statement, this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such College employee.
 - e. *Limited Authority of College Employees.* Notwithstanding the foregoing provisions, no College employee who functions in a key administrative or policy making capacity for the College (including, but not limited to, any College Dean or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.
2. Support Staff Services. The College shall provide administrative, financial, accounting and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All College employees who provide support services to the Foundation shall remain College employees under the direction and control of the College, unless it is agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the College the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.
 3. College Facilities and Equipment. The College shall provide the use of the College's office space, equipment and associated services to the Foundation's employees upon the terms agreed to by the College and the Foundation. The terms of

use (including amount of rent) of the College's office space, equipment and associated services shall be as set forth in the Service Agreement, Exhibit "B" hereto.

4. No Foundation Payments to College Employees. Notwithstanding any contrary provision of this Agreement to the contrary, the Foundation shall not make any payments directly to a College employee in connection with any resources or services provided to the Foundation pursuant to this Article of this Operating Agreement.

ARTICLE IV

Management and Operation of Foundation

1. Gift Solicitation.

- a. *Authority of College President.* All Foundation gift solicitations shall be subject to the direction and control of the College President.
- b. *Form of Solicitation.* Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the College; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.
- c. *Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the College.

2. Acceptance of Gifts.

- a. *Approval Required Before Acceptance of Certain Gifts.* Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the College, the Foundation shall obtain the prior written approval of the College, and where required by State Board policy, approval of the State Board. Similarly, the Foundation shall also obtain the prior written approval of the College of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the College.
- b. *Acceptance of Gifts of Real Property.* The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the College shall be approved by the State Board before acceptance by the College and the Foundation. In cases where the real property is intended to be used by the College in connection with carrying out its proper functions, the real property may be conveyed directly to the College, in which case the College and not the Foundation shall be responsible for the due diligence obligations for such property.
- c. *Processing of Accepted Gifts.* All gifts received by the College or the

Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the College on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.
 - a. *Restricted and Unrestricted Gift Transfers.* The Foundation may make restricted donations to the College. Such donated funds will only be expended by the College pursuant to the terms of such restrictions. The Foundation may also make unrestricted donations to the College. Such donated funds will be expended under the oversight of the College President in compliance with state law and College policies. All expenditures notes in this section must comply with the I.R.S. 501(c)(3) code and be consistent with the Foundation's sole mission to support the College.
4. Foundation Expenditures and Financial Transactions.
 - a. *Signature Authority.* The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the College; provided, however, in no event may the person with Foundation signature authority for financial transactions be a College employee nor a "Loaned Employee" as that term is used in this Agreement.
 - b. *Expenditures.* All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.
5. College Report on Distributed Funds. On a regular basis, which shall not be less than annually, the College shall report to the Foundation on the use of restricted and unrestricted funds transferred to the College. This report shall specify the restrictions on any restricted funds and the uses of such funds.
6. Transfer of College Assets to the Foundation. No College funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:
 - a. A donor inadvertently directs a contribution to the College that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the College's transfer of such funds to the Foundation.
 - b. The College has gift funds that were originally transferred to the College from the

Foundation and the College wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

- c. The institution has raised scholarship funds through an institution activity and the institution wishes to deposit the funds with the Foundation for investment and distribution consistent with the scholarship nature of the funds.
 - d. Transfers of a *de minimis* amount not to exceed \$10,000 from the institution to the Foundation provided such funds are for investment by the Foundation for scholarship or other general College support purposes. This exception shall not apply to payments by the institution to the Foundation for obligations of the institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.
7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the College such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis. Further, the Foundation shall make data available to external auditors as necessary to complete audit responsibilities.
 8. Insurance. To the extent that the Foundation is not covered by the State of Idaho Retained Risk program, the Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.
 9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the College any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".
 10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation which are attached hereto as Exhibit "D" and the Foundation's Amended and Restated Bylaws which are attached as Exhibit "E." The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the College and the State Board.
 11. Conflicts of Interest and Ethical Conduct. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is set forth as Exhibit "F", and the Foundations Code of Ethical Conduct is set forth as Exhibit "G".

ARTICLE V
Foundation Relationships with the College

1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.
2. Record Management.
 - a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the College shall be limited to the College's President and any designee of the College's President.
 - b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.
 - c. Except to the extent that records are confidential (including confidential donor information), the Foundation agrees to be open to public inquiries for information that would normally be open in the conduct of College affairs and to provide such information in a manner consistent with the Idaho Public Records Law, set forth in Idaho Code Sections 9-337–9-350, except where otherwise required by state and federal law.
3. Name and Marks. Each Party hereby is granted a general, non-exclusive, royalty-free license to use the corporate name of the other, specifically: "Eastern Idaho Technical College" and "Eastern Idaho Technical College Foundation" in all activities conducted in association with or for the benefit of the other. Use of the other Party's name must be in manner that clearly identifies the Parties as separate entities, and neither Party may use the other Party's name to imply approval or action of the other Party. Neither Party may delegate, assign, or sublicense the rights granted hereunder without express written consent from the other Party. This license does not extend to any identifying marks of either Party other than the specified corporate name. Use of other marks must receive prior written approval.
4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.
5. Establishing the Foundation's Annual Budget. The Foundation shall provide the

College with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board of Directors will vote to accept such operating budget. Any of the College's funding requests to the Foundation shall be communicated in writing to the Foundation's Treasurer and Assistant Treasurer by March 1 of each year.

6. Attendance of College's President at Foundation's Board of Director Meetings. The College's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.
7. Supplemental Compensation of College Employees. Any supplemental compensation of College employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the College, and the College shall then pay compensation to the employee in accordance with the College's normal practice. No College employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI

Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the College shall have the same fiscal year.
2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the College's President and the Board, in accordance with the Board's schedule for receipt of said annual audit. The Foundation's Annual Statements may be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the College as defined by the Government Accounting Standards Board (GASB). Accordingly, the College is required to include the Foundation in its Financial Statements which follow a GASB format. Therefore, if the Foundation presents its audited Financial Statement under FASB, Schedules reconciling the FASB Statements to GASB standards must be provided in the detail required by GASB Standards. The annual audited Financial Statements and Schedules shall be submitted to the College's fiscal office in sufficient time to incorporate the same into the College's statements.
3. Separate Audit Rights. The College agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the College's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the College and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.
4. Annual Reports to College President. Each September the Foundation shall provide a written report to the College President and the State Board setting forth the following items:
 - a. the annual financial audit report;

- b. an annual report of Foundation transfers made to the College, summarized by College department;
- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of College employees for whom the Foundation made payments to the College for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the College; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII

Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest and Code of Ethics and Conduct Policy Statement. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is set as Exhibit "E", and its Code of Ethical Conduct is set forth as Exhibit "F".
2. Dual Representation. Under no circumstances may a College employee represent both the College and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the College and the Foundation. This shall not prohibit College employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.
3. Contractual Obligation of College. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the College without first obtaining the prior written approval of the College and, if applicable under law or policy, the State Board of Education. College approval of any such contract shall comply with policies of the State Board of Education with respect to approval of

College contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the College's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the College shall notify the State Board and where appropriate, the Idaho Legislature, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the College's use shall be a coordinated effort of the College and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 67-2345(1)(c).

ARTICLE VIII

General Terms

1. Effective Date. This Agreement shall be effective on the date set forth above.
2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both parties. In addition, either party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either party may terminate this Operating Agreement in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting party specifying the nature of the default. Should the College choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the College to pay, within 180 days of written notice, all debt incurred by the Foundation on the College's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the College that is not cured within the time frame set forth above, the College may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event the parties are unable to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.
3. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved to the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every two (2) years or more frequently if otherwise requested by the State Board.
4. Modification. Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

5. Providing Document to and Obtaining Approval from the College. Unless otherwise indicated herein, any time documents are to be provided to the College or any time the College's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the College's President or an individual to whom such authority has been properly delegated by the College's President.
6. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.
7. Notices. Any notices required under this agreement may be mailed or delivered as follows:

To The College:

Steven K. Albiston, President
Eastern Idaho Technical College
1600 S. 25th E.
Idaho Falls, ID 83404

To The Foundation:

Natalie J. Hebard, Executive Director
Eastern Idaho Technical College Foundation, Inc.
1600 S. 25th E.
Idaho Falls, ID 83404

8. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.
9. Liability. The College and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.
10. Indemnification. The College and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this Operating Agreement shall be construed to extend to the College's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.
11. Dispute Resolution. The parties agree that in the event of any dispute arising from this MOU, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, the dispute will be referred to the Chair of the Foundation and the College President. If the Foundation and College President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board of Education for

resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unsolved, then, in such case, either party shall have the right to initiate litigation arising from this MOU. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

12. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to qualify as an Internal Revenue Code §501(c)(3) organization, the Foundation will transfer its assets and property to the College, to a reincorporated successor Foundation organized to benefit the College, or to the State of Idaho for public purposes, in accordance with Idaho law
13. Assignment. This Agreement is not assignable by either party, in whole or in part.
14. Governing Law. This Agreement shall be governed by the laws of the State of Idaho.
15. Severability. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.
16. Entire Agreement. This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the College and the Foundation have executed this agreement on the above specified date.

Eastern Idaho Technical College

By: _____
Its: President

Eastern Idaho Technical College Foundation, Inc. By:

Its: Chairman

AGREEMENT FOR LOANED EMPLOYEE

EASTERN IDAHO TECHNICAL COLLEGE

EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION, INC.

THIS AGREEMENT is entered into by and between EASTERN IDAHO TECHNICAL COLLEGE, a state educational institution, and a body politic and corporate organized and existing under the laws of the state of Idaho ("College"), and EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION, INC., a private nonprofit corporation ("Foundation").

BACKGROUND

The Foundation, incorporated as a 501(c) (3) organization in 1992, raises and manages private funds for the benefit of the College, and The College has agreed to loan its employee, Natalie Hebard ("Loaned Employee"), to the Foundation to act in the capacity of Executive Director for the Foundation.

AGREEMENT

The parties agree as follows:

1. Relationship between Loaned Employee and the College.

- a. Loaned Employee may be an exempt, fiscal year employee of the College subject to all applicable policies and procedures of the Board and the College, or a classified employee subject to the applicable State of Idaho, State Board and/or College rules and procedures.
- b. Loaned Employee will be paid at a fiscal year salary rate of \$48,000 payable on the regular bi-weekly paydays of the College. Loaned Employee will be entitled to College benefits to the same extent and on the same terms as other full-time College employees of her/his classification.
- c. The College shall be responsible for the payment of all salary and benefits to Loaned Employee. The College shall be responsible for all payroll-related taxes, benefits costs, and other related payroll costs arising out of the Loaned Employee's employment with the College.

2. Relationship between the Foundation and Loaned Employee.

- a. Loaned Employee will work full time and shall be under the exclusive supervision, direction and control of the Foundation Board of Directors during the performance of her/his duties under this Agreement. Loaned Employee will report directly to the Foundation Chairman or her/his designee, who shall

determine her/his duties. Loaned Employee will be considered a loaned employee under the workers' compensation law of the State of Idaho.

- b. The Foundation is solely responsible for payment of income, social security, and other employment taxes, if any, due to the proper taxing authorities arising from its payment of reimbursements to Loaned Employee. The Foundation agrees to indemnify, defend, and hold the College harmless from any and all liabilities, losses, claims or judgments relating to the payment of these taxes.
- c. No later than ninety (90) days prior to the end of the term of this Agreement, and each subsequent term, if any, The Foundation will evaluate the performance of Loaned Employee. In the case where the Loaned Employee is a classified employee, such evaluation shall occur in accordance with rules and procedures applicable to such employees. The Foundation will provide a copy of the evaluation document to the College no later than fourteen (14) days after the evaluation is completed.
- d. The Foundation may terminate or non-renew Loaned Employee's employment contract, or discipline Loaned Employee in accordance with the Foundation's procedures and applicable law, any such termination or non-renewal shall constitute grounds for termination, non-renewal or discipline of Loaned Employee by the College. Provided however, particularly when the Loaned Employee is a classified employee, any contemplated termination shall be subject to applicable legal and procedural requirements of the State of Idaho and the College.

3. Relationship between the Foundation and the College.

- a. The College will pay one hundred percent (100%) of the total cost of Loaned Employee's salary and benefits. The Foundation will reimburse the College for costs associated with Loaned Employee's travel approved by the Foundation. Such costs will be billed regularly and paid to the College.
- b. The College shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, the Foundation shall have the right to inspect and copy said books and records, which the College agrees to retain for a minimum period of one year following the completion of this Agreement.
- c. The furnishing of Loaned Employee shall not be considered a professional service of the College. At no time during the performance of this Agreement shall the Loaned Employee receive or act under instructions from the College regarding the work performed on behalf of the Foundation.
- d. The College shall have no liability to the Foundation for loss or damage growing out of or resulting from the activities of the Loaned Employee. The Foundation therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, the College, its governing board, officers, employees, and agents, and the Loaned Employee from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities, including but not limited to injuries (including death) to persons and for damages to property (including damage to property of the Foundation or others) arising out of or in connection with the

activities of the Loaned Employee under this Agreement. The limitation on liability and any agreement to defend, indemnify, or hold harmless expressed in the Agreement shall apply even in the event of the fault or negligence of the Loaned Employee.

4. General Terms.

- a. **Term, Termination.** This Agreement will terminate on the same day as Loaned Employee's contract as an exempt employee of the College terminates, or in the case of classified employees, after applicable rules and procedures have been followed, or upon Employee's resignation or other separation from employment, whichever is earlier. By mutual written consent, in conjunction with any renewal of the Loaned Employee's contract as an exempt employee of the College, the parties may extend the term of this Agreement for a term equal to the term of the exempt Loaned Employee's renewed contract with the College, or in the case of a classified employee, continued into the next ensuing fiscal year, such that the term of this Agreement shall always be equal to the term of Loaned Employee's status as an exempt or classified employee of the College. The Loaned Employee remains subject to all applicable Board and College policies, including but not limited to policies regarding nonrenewal of fixed term appointments and termination or discipline for adequate cause, and where applicable, rules and procedures pertaining to classified employees.
- b. **Governing Law.** This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Bonneville County.
- c. **Notice.** Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To Foundation:
Eastern Idaho Technical College Foundation, Inc.
Chairman
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 524-3000
Fax: (208) 524-0429

To the College:
Eastern Idaho Technical College
President
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 524-3000
Fax: (208) 524-0429

To the Loaned Employee:
Natalie Hebard
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 524-0464
Fax: (208)524-0429

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

- d. Waiver. Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.
- e. Attorney's Fees. In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

EASTERN IDAHO TECHNICAL COLLEGE

Steven K. Albiston
Steven K. Albiston, President

Date: 10-21-13

EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION

Robbie Grapp
Chairman

Date: 11-12-2013

LOANED EMPLOYEE concurrence and commitment:

Natalie Heland

Date: 10/16/13

SERVICES AGREEMENT

EASTERN IDAHO TECHNICAL COLLEGE AND EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION, INC.

THIS SERVICES AGREEMENT is entered into by and between Eastern Idaho Technical College, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("College") and Eastern Idaho Technical College Foundation, Inc., a private nonprofit corporation ("Foundation").

A. The College agrees to provide to the Foundation the following administrative, financial, accounting and investment support services.

1. Administrative support for reconciliation between appropriate Foundation and College accounts such as scholarship and spendable accounts and appropriate revenue reports between the Foundation and the College, assist with the transfer of gift funds to the College, assist with monitoring gift fund use to ensure compliance with wishes of donors, Foundation policies and applicable laws.

2. Administrative support for Foundation gift acceptance committee including analysis for evaluation of proposed gifts of real estate and analysis of gifts with unusual restrictions and/or financial/legal consequences, assist with transfers of gifted marketable securities and approved real estate to the Foundation, assist with receipt of distributions from estates and trusts to the Foundation.

B. All College employees who provide support services to the Foundation shall remain College employees under the direction and control of the College.

C. The College will supply the facilities, equipment, software and operating supplies necessary for the College employees supplying the above support services to the Foundation, the nature and location of which shall be at the College's discretion. In addition, the College shall furnish office space and office equipment for use by the "loaned employees," the nature and location of which shall be subject to the agreement of the parties.

D. The Foundation will reimburse directly to the College amounts for the operating supplies provided to the Foundation pursuant to the Services Agreement.

This Services Agreement shall be effective as of the date of the last signature thereto and shall continue in annual terms matched to the College's fiscal year until terminated by either party. This Services Agreement may be terminated by either party upon written notice of termination, such termination to be effective 30 days after notice thereof. This Services Agreement shall also terminate at the same time as any termination of the Operating Agreement between the College EITC and EITC Foundation Services Agreement

and the Foundation dated _____. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligation for payment or reimbursement which accrued prior to the date of termination.

EASTERN IDAHO TECHNICAL COLLEGE

Dr. Steven K. Albiston, President

Date: _____

EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION

Chairperson

Date: _____

Exhibit C

**EASTERN IDAHO TECHNICAL FOUNDATION
BOARD OF DIRECTOR'S
INVESTMENT POLICY**

The following Investment Guidelines have been established by the Eastern Idaho Technical College Foundation, Inc., to provide guidance for the investment and reinvestment of the principal and income from its investment portfolio.

The purpose of these investment guidelines is to assure that funds be invested in high-quality securities in a manner that provides capital preservation, minimum levels of risk with a reasonable return and necessary liquidity.

Investment Objectives

The long-term objective is a preservation of capital with a maximum total return from income and appreciation. The goal is to achieve a total portfolio return net of investment fees of 5% to 7%. Secondly, the total return performance of the fixed income portfolio will attempt to achieve a total return that exceeds an index of like securities. Thirdly, the equity portfolio will attempt to achieve a total return equal to or greater than the total return of the S&P500 for stocks, and the EAFEⁱ and MSCI EM for international investment.

Authorities and Responsibilities of the Investment Manager(s)

Subject to the terms and conditions of this statement, the investment manager(s) shall have the full discretionary power to direct the investment and reinvestment of assets under its management. The EITC Foundation Finance and Investment Committee expects that the investment manager(s) will recommend changes to this statement at any time when the investment manager(s) views any part of this statement to be at variance with overall market and economic conditions. A copy of this investment policy statement shall be provided to any investment manager. For purposes of this paragraph, investment manager does not include a manager of mutual funds.

Portfolio Guidelines

1. Investments shall be limited to the following:
 - a. Obligations of the United State Treasury, including United States Treasury bills, United States Treasury notes, and United States Treasury bonds.
 - b. Obligations issued by or fully guaranteed to principal and interest by the following agencies or instrumentalities of the United States in which a market is made by a primary reporting government securities dealer: Federal National Mortgage Association, Federal Home Loan Mortgage Corporation, Student Loan Marketing Association, Government National Mortgage Association, or the World Bank.
 - c. Repurchase agreements with the primary-reporting dealers, acting as principal for securities of the United States Treasury, and only if safekeeping receipt of a

ⁱ The **EAFE Stock Index** tracks the Europe, Australasia, and Far East (EAFE) stock index. The EAFE Index is primarily composed of around 20,000 securities from over 20 countries.

correspondent banking institution supports the securities. The value of the security shall always equal or exceed the repurchase price. Master Repurchase Agreement facilities, which are supported by a third party custodian. Collateral relationships are approved.

- d. Zero coupon “stripped securities” when the securities otherwise meet the requirements of these investment guidelines.
- e. Negotiable or non-negotiable certificates of deposit in amounts not to exceed \$100,000 principal plus interest unless the certificates of deposits are fully collateralized with obligations of the United States Treasury.
- f. Banker’s acceptances that are eligible for discount at a Federal Reserve Bank.
- g. Money Market Funds, but only if the underlying securities and obligations conform to the restrictions of the investment guidelines.
- h. Direct investment in commercial paper, which is rated at least P-1 by Moody’s Investor Services or A-1 by Standard and Poors, Inc.
- i. Corporate debt obligations which are rated a least A by either Moody’s Investor Services or Standard and Poors, Inc., at the time of purchase. Downgrades will be discussed with the EITC Foundation Finance and Investment Committee.
- j. The investment manager(s) may invest in mutual funds or pooled savings accounts for which the investment manager(s) or its affiliate acts as investment advisor, manager, or sponsor, as designated by the Principal, if the underlying securities and obligations conform to the restrictions of these investment guidelines.
- k. Equity securities, which are listed on the New York Stock Exchange, the American Stock Exchange, or the NASDAQ. Equity securities may be purchased through pooled funds or as individual issues.
- l. Foreign securities – limited to 30% maximum of total account value.
- m. Emerging market securities – limited to 7% maximum of total account value and subject to Foreign security limit l. above.
- n. Publicly traded REIT’s – limited to 5% maximum of total account value.

To assure capital preservation, the following diversification guidelines shall apply to the total holdings under the investment management accounts.

Asset Class	Preferred
Equities	45 - 70%
Fixed Income	25 - 50%
Cash & Equivalents	0 - 20%

***Individual bonds may be utilized for up to 50% of the Fixed Income Allocation. Individual bonds will be limited to U.S. Treasury and Agency Bonds, and U.S. Corporate Debt Obligations.**

The asset allocation will be reviewed every six months to take into consideration market conditions.

2. Other Restrictions. The investment manager(s) shall not utilize managed assets to:
 - a. Make loans, unless otherwise provided in these investment guidelines.
 - b. Borrow money or pledge or mortgage managed assets.
 - c. Purchase securities on margins or make short sales.
 - d. Purchase restricted securities.
 - e. Write, purchase or sell puts, calls, warrants, or options.
 - f. Hedges or derivatives.

Meetings of the Finance and Investment Committee

The Finance and Investment Committee shall review the portfolio's investment results at least semi-annually, and shall report its conclusions, either orally or in writing, to the EITC Foundation (EITCF) Board of Directors promptly. Written reports from all brokerage firms and investment managers shall be provided to the EITCF at least quarterly.

Performance Evaluation

The Finance and Investment Committee will monitor the portfolio's performance as described above, and will evaluate the overall success of the investment objectives outlined in this document over a three year moving average of the fund value based on the valuations of the account on June 30 of each of the previous three years. The annual grant allocation shall be at a rate of at least 5%. Allocations of additional amounts will be made on the basis of fund performance on the recommendation of the Finance Committee. The portfolio asset allocation between equity, fixed income and cash should also be reported on at least a semi-annual basis.

Delegation of Authority,

The EITC Foundation Board of Directors is a fiduciary, and the Finance and Investment Committee is responsible for directing and monitoring the investment management of EITCF assets. As such, the Finance and Investment Committee shall recommend that the Board delegate certain responsibilities to professional experts in various fields. These include, but are not limited to:

1. Investment Management Consultant. The consultant may assist the Finance and Investment Committee in: establishing investment policy, objectives, and guidelines; selecting investment managers; reviewing such managers over time; measuring and evaluating investment performance; and other tasks as deemed appropriate.
2. Investment Manager. In the absence of direction from the Finance and Investment Committee the investment manager(s) has discretion to purchase, sell, or hold the specific securities that will be used to meet EITCF investment objectives.
3. Custodian. The custodian will physically (or through agreement with a sub- custodian) maintain possession of securities owned by EITCF, collect dividend and interest payments, redeem maturing securities, and effect receipt and delivery following purchases and sales. The custodian may also perform regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out EITCF accounts.
4. Co-Trustee. The Finance and Investment Committee may ask the EITCF Board of Directors to appoint an outside individual or entity, such as a bank trust department to be co-trustee. The co-trustee will assume fiduciary responsibility for the administration of EITCF assets.
5. Additional specialists such as attorneys, auditors, actuaries, retirement plan consultants and others may be employed by EITCF Board of Directors to assist in meeting its responsibilities and obligations to administer EITCF assets in a prudent manner.

The Finance and Investment Committee will not reserve any control over investment decisions, with the exception of specific limitations described in these statements. Investment managers will be held responsible and accountable to achieve the objectives herein stated. While it is not believed that the limitations will hamper investment managers, each manager should request modifications which they deem appropriate.

If such experts employed are also deemed to be fiduciaries, they must acknowledge such in writing. All expenses for such experts must be customary and reasonable, and will be borne by EITCF as deemed appropriate and necessary.

Responsibility of the Investment Consultant(s)

The Investment Consultant's role, if one is assigned, is that of a non-discretionary advisor to the Finance and Investment Committee of EITCF. Investment advice concerning the investment management of EITCF assets will be offered by the Investment Consultant, and will be consistent with the investment objectives, policies, guidelines and constraints

as established in this statement. Specific responsibilities of the investment Consultant include:

1. Assisting in the development and periodic review of investment policy.
2. Conducting investment manager searches when requested by the Finance and Investment Committee.
3. Providing “due diligence”, or research, on the Investment Manager(s).
4. Monitoring the performance of the Investment Manager(s) to provide the Finance and Investment Committee with the ability to determine progress toward the investment objectives.
5. Communicating matters of policy, manager research, and manager performance to the Finance and Investment Committee.
6. Reviewing EITCF investment history, historical capital markets performance and the contents of this investment policy statement to any newly appointed members of the Finance and Investment Committee.

Liquidity

To minimize the possibility of a loss occasioned by the sale of a security forced by the need to meet a required payment, the Finance and Investment Committee will periodically provide investment manager(s) with an estimate of expected net cash flow. The Finance and Investment Committee will notify the investment manager(s) in a timely manner, to allow sufficient time to build up necessary liquid reserves.

To maintain the ability to deal with unplanned cash requirements that might arise, the Finance and Investment Committee requires that a minimum of 0-10% of EITCF assets shall be maintained in cash or cash equivalents, including money market funds or short-term U.S. Treasury bills.

Diversification for Investment Managers

The Finance and Investment Committee does not believe it is necessary or desirable that securities held by EITCF represent a cross section of the economy. However, in order to achieve a prudent level of portfolio diversification, the securities of any one company or government agency should not exceed 10% of the total fund, and no more than 30% of the total fund should be invested in any one industry. Individual treasury securities may represent 40% of the total fund, while the total allocation to treasury bonds and notes may represent up to 100% of EITCF aggregate bond position.

Submitted, Chair, EITC Foundation
Finance and Investment Committee

Approved, Chair EITC Foundation

ARTICLE II
CODE OF ETHICS
PROPOSED AMENDMENT

February 2013

General Provisions

D. VIOLATIONS OF CODE OF ETHICS POLICY

a. Any suspected violations of the Code of Ethics Policy need to be handled by the procedure outlined in Article 9, Section B of the Bylaws.

ARTICLE III, Section 4
CONFLICT OF INTEREST
PROPOSED AMENDMENT

February 2013

4. VIOLATION OF CONFLICT OF INTEREST POLICY

a. Any suspected violations of the Conflict of Interest Policy need to be handled by the procedure outlined in Article 9, Section B of the Bylaws.

Exhibit F

**Eastern Idaho Technical College Foundation
BOARD OF DIRECTOR'S
CODE OF ETHICS AND CONDUCT**

Article I

PURPOSE

The Board of Directors of the Eastern Idaho Technical College Foundation, herein known as the "Organization," a supervisory board to raise and manage private resources supporting the mission and priorities of the Eastern Idaho Technical College, herein known as "College," hereby revises its Code of Ethical Conduct, herein known as "Code," to provide guidance to its members regarding ethical and behavioral considerations and/or actions as they address their duties and obligations during their appointment.

Compliance with the provisions of this Code will allow the Board to enhance relationships and foster teamwork among Board members and also with College staff and Faculty; and to build respect, confidence, and credibility with the donors of the organization.

Article II. **CODE OF ETHICS**

Each Board member shall adhere to the following Code of Ethics:

A. Board members shall act with integrity and in an ethical and professional manner in their interactions with each other, the Executive Director ("Director"), the College President, College employees, donors and the public.

B. Board members shall maintain high ethical and moral character, both professionally and personally, so that their behavior will reflect positively upon the Organization and the College.

C. Board members shall act with competence and shall strive to maintain and enhance their competence and that of their fellow Board members.

D. Board members shall use proper care and exercise independent professional judgment in the performance of their duties.

E. Board members shall maintain confidentiality about all matters that are considered to be non-public information.

F. Board members are required to be familiar and comply with the Organization's Conflict of Interest Policy. In addition to such compliance, and beyond the definition of "conflict of interest" contained in the Conflict of Interest Policy, Board members will meet the following criteria in order to avoid even the appearance of impropriety:

1. Board members will have no private contracts or business dealings with the Organization or College, without proper disclosure.
2. Board members will recuse themselves and will not participate in the consideration of any matter or attempt to affect the outcome of any issue before the Board when to do so might result in even the appearance of a conflict of interest as defined by the Conflict of Interest Policy.

3. Board members will not abuse their authority by using their offices to obtain favorable treatment by the College or Organization for any person.
4. Board members shall receive no payments for duties performed in their positions as Board Directors from the Organization or College or from any funds or transactions of the Organization except for appropriate compensation for reimbursement of expenses related to Board duties.

H. Board members shall exercise due diligence to avoid breaches of duty via negligence, intentional action or omission, and unauthorized communications with individuals trying to influence by improper means or seeking to receive personal gains through Board decisions.

I. Board members recognize that all Board decisions and actions are to be based on integrity, competence, and independent judgment.

Article III. **STANDARDS OF CONDUCT**

Board member shall comply with the following standards of conduct:

A. Board members shall not engage in conduct that would compromise, discredit, or diminish the integrity of the Board and/or College.

B. The Board will respect the authority of the Director and will provide instruction and direction only to the Director.

1. Board members will be sensitive to the considerable workload of the Foundation staff when making requests for assistance and all requests for assistance will be made through the Director.
2. The Board will respect the Director's authority in all personnel matters.

C. Individual Board members are not to become involved in operational management of the College.

D. Board members will operate with the understanding that they represent the citizenry of nine county area that the College serves.

E. Board members will strive to establish sound working relationships with each other by taking time to know and appreciate each other as individuals.

1. Board members will be respectful of each other and will not utilize Board meetings to upstage or embarrass colleagues.
2. Board members will respectfully consider the opinions of others during deliberations, strive for integration of viewpoints or consensus building in decision-making, and will respect the corporate judgment of the Board in regards to its decisions.

- F. Board members will refrain from using Board meetings to advance their personal agenda.
- G. Board members will strive to cultivate and maintain good relations with the public, press, and constituent groups; however, they will recognize their limitations to speak for the Board and refer to the Director.
- H. Individual Board members shall refer all proposals or other communications regarding potential or existing programs, contracts, or services to the Director.
- I. Board members shall not communicate with persons under consideration for selection by the Board and/or the Director for contracts, acquisitions, etc. while the procurement process is in progress.
- J. A Board member shall not participate in a breach of this Code of Ethical Conduct by another member, contribute to the concealment of such breach, or knowingly or negligently allow such breach to occur.

Article IV **GIFTS**

- A. A Board member shall not solicit or receive a gift or favor from any person, company, or organization, or from any intermediary interest, that may compromise or appear to compromise the independent judgment of the member regarding his or her obligations to the Board.
- B. Any gift received by a Board member that is prohibited by this policy shall immediately be returned to its source. If a gift is immediately returned to the sender or donated to a suitable charitable organization, it will not be necessary to report the gift.

Article V **GENERAL PROVISIONS**

- A. The provisions of this policy do not excuse any Board member from other restrictions of state or federal law regarding conflicts of interest.
- B. Any breach of this Code of Ethical Conduct shall be reported to the Finance Committee and Executive Committee. The Committees will investigate, as appropriate, and report its findings and recommendations to the Board.
- C. All Board members will sign an affirmation pledging to honor and follow, according to both the letter and the spirit, this Code of Ethics and Conduct.
- D. **VIOLATIONS OF CODE OF ETHICS POLICY:** Any suspected violations of the Code of Ethics Policy need to be handled by the procedure outlined in Article 9, Section B of the Bylaws.

Exhibit G

CODE OF CONDUCT POLICY

EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION, INC.

BYLAWS
EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION, INC.
Amended and Restated, November 8, 2011

ARTICLE ONE
NAME

The name of the corporation is EASTERN IDAHO TECHNICAL COLLEGE FOUNDATION, INC.

ARTICLE TWO
PRINCIPAL OFFICES

The principal offices of the Foundation shall be maintained at Eastern Idaho Technical College, 1600 South 25th East, Idaho Falls, Idaho 83404-5788.

ARTICLE THREE
PURPOSES

A. To engage in nonprofit activities for the benefit of Eastern Idaho Technical College, including but not limited to, soliciting, receiving, and disbursing gifts, bequests, and devises to promote excellence in education and related activities, to provide scholarships, grants-in-aid, loans, and other financial assistance to students enrolled at Eastern Idaho Technical college and transacting any other business or performing any other activities authorized by Idaho law consistent with section 501(c)(3) of the Internal Revenue Code.

B. To administer any gifts, devises, or like in accordance with the directions of donors, testators, or other benefactors.

C. To receive, acquire, hold purchase, dispose of, convey, mortgage, lease, and improve real and personal property; to sell, lease, assign, transfer, mortgage, and convey any rights, privileges, franchise, real or personal property of the Foundation, other than its franchise of being a corporation; and to purchase, guaranty, take, receive, subscribe for or otherwise acquire or otherwise dispose of and otherwise use and deal in and with, shares or other interests in or obligations of other domestic or foreign corporations, associations, partnerships, or individuals; or direct or indirect obligations of the United States or any government, state, territory, government district or municipality, or any instrumentality thereof.

D. The Foundation shall at all times comply with the intermediate sanction rules and regulations of the Internal Revenue Code in regard to transactions between the Foundation and disqualified persons, as set forth in detail at Article 8.

E. To serve as agent for Eastern Idaho Technical College in the management and investment of property acquired for Eastern Idaho Technical College, as the governing board of the college shall determine to transfer to the Foundation for such management and investment. Nothing in this paragraph is intended to interfere with or usurp the power of the State Board of Education relating to real property of Eastern Idaho Technical College.

F. To determine, by a vote of at least two-thirds of the directors of the Foundation:

1. that the purposes of any grant, gift, donation, or devise have become unnecessary, undesirable, impractical, impossible of fulfillment or
2. that any beneficiary to which the income or principal of any gift is to be paid has become non-existent or has ceased its activities, or
3. that, for any reason, the applications provided by any donor have become impossible, impractical, unnecessary, or undesirable.

Upon such determinations, the Foundation may apply the gift or devise to the general purposes of the Foundation.

G. To receive grants from the United States government or any other public or private corporation or entity, and to disburse such grants for the support of scientific, educational, and research activities.

H. To make applications for and obtain patents, patent rights, trademarks and copyrights, for any inventions or publications and to hold them, provided, however that all income from assets of this kind shall be devoted to the scientific, charitable, and educational purposes of the Foundation and none of such income shall accrue to any officer, director, or employee of the Foundation except for payment for services or compensation as an inventor or author of a project.

I. To have and exercise all powers now or hereafter conferred on nonprofit corporations by the laws of the state of Idaho, subject to the provisions of the articles of incorporation and these bylaws duly and regularly adopted, and to the powers reserved to the governing board of the Eastern Idaho Technical College.

J. Notwithstanding any other provisions of the articles of incorporation, the Foundation shall not carry on, other than as an insubstantial part of its activities, any activities not permitted to be carried on;

1. by corporations exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future law) or

2. by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future law).

K. To defend any action filed against the Foundation, or any director carrying out duly authorized and sanctioned activities solely for the benefit of the Foundation, and to initiate and carry on any legal actions necessary for the benefit of the Foundation.

ARTICLE FOUR **RESTRICTIONS ON EARNINGS**

No part of the net earnings of the Foundation shall inure to the benefit of or be distributable to its directors, trustees, officers, or other private persons, except that the Foundation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the articles of incorporation. The Foundation shall not substantially engage in disseminating propaganda or otherwise in attempting to influence legislation, nor shall it participate or intervene in (including the publishing or distribution of statements) any

political campaign on behalf of any candidate for public office. Notwithstanding the other provisions of the articles of incorporation or these bylaws, the Foundation shall not engage in any activities forbidden to be carried on:

A. by corporations exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future law) or

B. by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future law).

On the dissolution of the Foundation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Foundation, dispose of all the assets of the Foundation exclusively for the purposes set forth in these articles or by distributing the assets to Eastern Idaho Technical College or its successor institution, and if there is none to any organization or organizations organized as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of the United States (or corresponding provisions of any future United States internal revenue law), as the board of directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of the

Foundation is then located, exclusively for such purposes or to such organization or organizations, as the court shall determine, which are organized and operated exclusively for such purposes.

The Foundation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Internal Revenue Code, or corresponding section of any future Federal tax code. The Foundation will not engage in any act of self-dealing as defined in section 494(d) of the Internal Revenue Code, or corresponding section of any future Federal tax code. The Foundation will not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code, or corresponding section of any future Federal tax code. The Foundation will not make any investments in such manner as to subject it to tax under section 4944 of the Internal Revenue Code, or corresponding section of any future Federal tax code. The Foundation will not make any taxable expenditure as defined in section 4945(d) of the Internal Revenue Code, or corresponding section of any future Federal tax code.

ARTICLE FIVE

MEMBERS/DIRECTORS

The members of the Foundation are its Board of Directors. The Foundation shall be governed by a Board of Directors consisting of not fewer than five persons. The Board of Directors may determine the upper limit on the number of directors and may adjust the limit provided, however, no director may be removed from office by reduction in board size without the directors express consent. At least one more than a majority of the Board of Directors shall reside within Bonneville County.

The following persons shall be ex-officio Directors;
A. The President of Eastern Idaho Technical College.

B. A member of the Advisory Council of Eastern Idaho Technical College selected by that Advisory Council.

C. The Executive Director of the Eastern Idaho Technical College Foundation

ARTICLE SIX

VOTING

Each Director shall have one vote at all meetings of the Board of Directors of the Foundation. Ex-officio Directors may provide consultation and advice to the board and may otherwise participate in all discussions at such meetings. Ex-officio members shall not have a vote.

ARTICLE SEVEN

ELECTION OF DIRECTORS

The Board of Directors may, from time to time, set the maximum number of Directors the Foundation shall have. No reduction in the size of the Board of Directors will operate to involuntarily reduce the term of office of any Director. The Board of Directors will select Directors to fill the board, to replace Directors whose terms have expired and to fill the terms of office of Directors who resign or are unable to complete the term of office the Director was elected to serve. Directors (of any category) may be elected at any regular or special meeting in a manner prescribed by these bylaws and resolution of the Board of Directors.

ARTICLE EIGHT

CONFLICTS OF INTEREST

A. The Foundation shall at all times comply with the intermediate sanction rules and regulations of the Internal Revenue Code in regard to transactions between the Foundation and disqualified persons. All such transactions shall be for fair consideration, shall be fully disclosed to the Foundation's board of directors. Such transaction shall only be authorized if approved by the Board of Directors, acting with complete and relevant comparable information with regard to the subject matter, and shall be considered and approved without the participation or control over the disqualified person. Complete and accurate minutes shall be kept for all meetings in which such matter is considered.

B. The following principles also apply:

1. A conflict of interest transaction is a transaction with the Foundation in which a director of the Foundation has a direct or indirect interest. A conflict of interest transaction is not voidable or the basis for imposing liability on the director if the transaction was fair at the time it was entered into or is approved as provided in subparagraph 2 of this paragraph.

2. A transaction in which a director of the Foundation has a conflict of interest may be approved if the material facts of the transaction and the director's interest are disclosed or known to the board of directors or a committee of the board and the board or committee of the board authorized, approved or ratified the transaction.

3. For purposes of this section, a director of the Foundation has an indirect interest in a transaction if: (a) Another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction; or (b) Another entity of which the director is a director, officer or trustee is a party to the transaction.

4. For purposes of subparagraph 2 of this paragraph, a conflict of interest transaction is authorized, approved or ratified, if it receives the affirmative vote of a majority of the directors on the board or on the committee, who have no direct or indirect interest in the transaction. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subparagraph 2 of this paragraph if the transaction is otherwise approved as provided in subparagraph 2 of this paragraph.

ARTICLE NINE

TERMS OF OFFICE

A. Active directors shall serve terms of three (3) years. One third of the initial board shall initially be elected for two (2), three (3), or four (4) year terms so as to stagger the expiration of offices. No director may serve more than two full three year terms in succession. After being off the board for a minimum of one (1) year a director may again be eligible for service with the same restrictions. Notwithstanding the foregoing, by a vote of three-fourths of the full Board of Directors, the term of a director may be extended for a specific period of time as determined by the nominating committee. Terms begin in January. If a member is appointed after the January meeting of the previous year, but before the January meeting of the following year, then that time does not count against the three (3) or six (6) year term (two full three year terms in succession). If a Board member is filling the position of another Board member, they should start their own term, not fulfill the term of their predecessor.

B. A Director may be removed for cause, after notice and hearing before the Board of Directors, on the vote of three-fourths of the board present at a regular or special board meeting.

C. Failure to attend at least three consecutive board meetings will constitute the members resignation from the board, unless the Director has been excused by the Chairperson of the Board or his/her designee.

ARTICLE TEN

MEETINGS

A. The annual meeting of the Board of Directors shall be held in November of each year, the day, hour, and place to be determined by the Chairperson of the Board of Directors of the Foundation. Officers and members of any committee established by these bylaws, or by resolution of the Board of Directors, shall be elected at the annual meeting and such other business as may be brought before the meeting may be transacted. Officers and committee members shall be elected for one year terms and shall assume the office or function at the conclusion of the annual meeting of their election.

B. Special meetings of the Board of Directors may be held at any time and place designated by the Chairperson of the Board of Directors of the Foundation.

C. One-half of the Board of Directors shall constitute a quorum at any meeting of the Board of Directors, and all questions shall be determined by a majority vote of the quorum unless provided otherwise in the articles of incorporation, these bylaws, or by resolution of the Board of Directors.

D. Notice of each meeting, annual or special, shall be mailed by the secretary, or his/her designee, to each of the Directors or not less than ten (10) days preceding any such meeting. In the event the notice is of a special meeting, such notice shall indicate briefly the objectives of the meeting. The Directors may waive notice, in writing, of any such meeting, and if unanimous, such action shall be as effective and have the same force and effect as though all Directors have received notice in accordance with these bylaws. The Directors may set the time and place of meetings of the Board of Directors by resolution, in which case no notice of any such meeting shall be required.

ARTICLE ELEVEN

OFFICERS

A. The Board of Directors shall elect from its number, a Chairperson of the Board, Vice-Chairperson, Secretary, and Treasurer. The board may elect such assistant officers or other officers it decides necessary to carry out the business of the Foundation. The office of Secretary and Treasurer may be combined and held by one person.

B. The terms of office shall run for one (1) year. Any officer may be elected to consecutive terms in office.

C. The Chairperson of the Board shall be the presiding officer, but in the Chairperson of the Boards absence, the Vice-Chairperson of the Foundation shall act as Chairperson. In the absence of both of the last mentioned officers from any such meeting, the board may appoint any member to act as Chairperson. The Executive Director of the Foundation or designee shall act as secretary of all meetings of the Board of Directors. In the event of the absence of the Executive Director at any such meeting, the presiding officer may appoint any person to act as secretary of the meeting. The Treasurer shall act as the custodian of financial records and the financial officer of the Foundation. The officers shall perform the traditional tasks assigned to those offices and such other duties as may be assigned by the Chairperson of the Board of Directors.

ARTICLE TWELVE

EXECUTIVE COMMITTEE

A. The Executive Committee of the Board of Directors shall consist of the following:

1. All current officers of the Foundation, and
2. Two other Directors elected by the Board of Directors at the annual meeting.

B. The following who shall be ex-officio members of the Executive Committee with seat and voice on the committee but no vote:

EITC Foundation Amended & Restated Bylaws

1. The President of Eastern Idaho Technical College,
2. The Executive Director of the Foundation, and
3. The board member representing the Advisory Council of Eastern Idaho Technical College Advisory Council.

C. The presence of at least one-half of the voting members of the committee shall constitute a quorum. The affirmative vote of a majority of the voting directors of the committee shall be necessary for the adoption of any resolution.

D. The Executive Committee shall meet at the call of the Chairperson of the Board of the Foundation and minutes shall be reported to the next meeting of the Board of Directors for approval.

E. The presence of at least one-half of the members shall constitute a quorum of the committee. The affirmative vote of a majority of the quorum shall be necessary for the adoption of any resolution.

F. The executive committee shall have no authority to alter, amend, or repeal the articles of incorporation or bylaws, or to elect directors.

ARTICLE THIRTEEN

THE FINANCE COMMITTEE

A. The Finance Committee of the Board of Directors shall consist of the following:

1. Chairperson of the Finance Committee, who shall be appointed by the Chairperson of the Board,
2. Current Chairperson of the Board of the Foundation,
3. Immediate Past Chairperson of the Board of Directors of the Foundation,
4. The Secretary-Treasurer of the Foundation,
5. Two (2) Members-at-Large appointed by the Board of Directors of the Foundation,
6. The Executive Director of the Foundation (ex-officio non-voting), and
7. Portfolio Manager (ex-officio non-voting).

B. The Finance Committee shall serve as Investment Advisors. The finance committee will develop an investment policy for a full Board approval, a plan and strategy to meet the objectives and criteria of that policy. The advisors will review and analyze portfolio assets, monitor performance, construct and maintain appropriate asset allocations and report performance to the Board of Directors of the Foundation.

C. The Finance Committee shall solicit and evaluate written proposals for financial services, and subsequently make a recommendation to the Board of Directors for the hiring of financial portfolio manager(s). The Finance Committee shall conduct oversight of the financial portfolio management and keep the Foundation Board of Directors informed.

D. The Finance Committee shall be convened at least quarterly and at the call of the Chairman of the Finance Committee. Minutes shall be kept by the Executive Director, or other designee, and filed in the Foundation minute book. The Finance

Committee shall report such investment activity to the Board of Directors at the next regularly scheduled meeting.

E. The presence of a majority of the voting members shall constitute a quorum of the committee. The affirmative vote of at least three-fourths of the members present shall be necessary for the adoption of any resolution.

ARTICLE FOURTEEN

THE FUND RAISING COMMITTEE

The Foundation Board of Directors shall serve as a committee of the whole for fund raising.

ARTICLE FIFTEEN

MARKETING AND PUBLIC RELATIONS COMMITTEE

This committee shall be responsible for, and its duties will encompass, all aspects of community/college dialogue. The purpose of this committee is to broaden and nurture the visibility and integrity of the college with the various communities in the area. The committee shall encourage the college administration to strive to stay in tune with the needs of the people of the college area. The size of the committee shall be determined by, and the members of the community appointed by, the Chairperson of the Board of Directors.

ARTICLE SIXTEEN

OTHER STANDING COMMITTEES

The Foundation should regularly form and staff scholarship and grants, nominating, public relations, donor relations, gifts, and bequests committees. The Foundation may appoint other committees when needed. The duties and functions of such committees shall be determined by the Board of Directors. The Board of Directors shall determine, by resolution, the size of each committee and manner of selection of the members.

ARTICLE SEVENTEEN

NOMINATING COMMITTEE

The nominating committee shall be responsible for, and its duties shall encompass, the nomination of officers for the Eastern Idaho Technical College Foundation Board of Directors and the nomination of individuals for directors of the Foundation Board on an annual basis. In addition, the nominating committee shall nominate individuals to fill director vacancies in a timely manner as the need arises. The committee shall analyze the expertise needed by the Foundation Board and make every effort to find qualified individuals to meet board needs. The committee shall consist of five members including the Chairman of the Board and the Executive Director of the Foundation. The Chairman of the Board shall appoint the additional members. The Executive Director does not have a vote on any matters presented to the nominating committee.

ARTICLE EIGHTEEN

AMENDMENT

These bylaws may be amended by a vote of two-thirds of the directors present at an annual meeting or at a special meeting of the Board of Directors if the amendment of

the bylaws is the subject of the notice of the meeting.

ARTICLE NINETEEN
FISCAL YEAR

The Foundation's fiscal year shall end June 30.

Adopted by the Board of Directors on November 8, 2011.

ARTICLE NINE
TERMS OF OFFICE
PROPOSED AMENDMENT

February 2013

B. A Board Director may be removed from his or her position by vote of at least two-thirds of Board Directors for any reason including, but not limited to, the following:

- material conflicts of interest (see Conflict of Interest policy)
- unlawful activity
- failure to perform his or her duties, or,
- for repeated failure to engage in the work of the Foundation
- conduct that the Board determines is detrimental to the work, mission or objectives of the Foundation or the College.

The Board of Directors shall determine in its discretion whether the conditions for removal have been met. Removal in accordance with this Section will not be subject to appeal. Any vacancy on the Board shall be filled by the Nominating Committee created by the removal of a Board Director. Upon removal the attached resolution shall be completed and filed with the Foundation.

Procedure for Removal

If a Board Director believes that there is cause for a fellow Director's removal, he or she will immediately contact the Board Chairperson and detail any evidence of cause. The Board Chairperson will then convene a special meeting with the Executive Committee. One hundred percent of the voting members of the Executive Committee must be present for the meeting. The Executive Committee will review the evidence presented and will place a vote in regards to the adequacy of the cause presented. If the committee votes unanimously in favor of continuing the process of removal, the Board will continue with the removal process outlined in step 1 below. If the Board vote is not unanimous, then the Board will follow the process in Section C below.

If the committee votes unanimously in favor of removal, the director in question shall first be called to a meeting between the Chairperson of the Board and Vice Chairperson of the Board to discuss the suspected violations of bylaw policy. At this time, the member may choose one of the following courses of action:

1. Submit a written resignation to the Chairperson of the Board within five (5) days of the meeting. The member will be removed without prejudice.

2. Request a hearing at a special convening or the following regular monthly board meeting, whichever occurs first. During this meeting, the Chairperson of the Board will present the cause for proposed removal and will allow adequate time (up to 30 minutes) for the member to respond to the allegations. Upon hearing all evidence, voting members may remove the member by two-thirds majority vote.

C. If the Executive Committee meets and the Board vote is not unanimous in requesting a removal, the committee will request a special convening with the entire Foundation Board of Directors to discuss all knowledge and evidence related to the cause of the potential dismissal. If at least two-thirds of Board Directors vote acknowledging potential cause for dismissal, the Board will continue with Step 2 listed below and convene a special hearing allowing the Board Director in question time to respond.

D. Failure to attend at least **two** consecutive board meetings will constitute the member's resignation from the board, unless the Director has been excused by the Chairperson of the Board or his/her designee.

**EITC Foundation BOARD OF DIRECTORS' RESOLUTION
REMOVING A DIRECTOR**

Pursuant to a duly made and seconded motion, a two-thirds majority of the Board of Directors of Eastern Idaho Technical College Foundation, Inc. (hereinafter referred to as Corporation) voted to adopt the following resolution:

RESOLVED, the immediate removal of _____ (hereinafter referred to as Individual) from his/her office as Board Director of said Corporation is hereby authorized. And it is

FURTHER RESOLVED that the Secretary of this Corporation is hereby directed to give notice to said Individual of his/her removal from his/her office as stated in Article 9, Section C and to provide such notice of removal through sealed copies of this resolution sent to the above party by e-mail and to his/her home by mail.

The undersigned, _____, certifies that he or she is the duly appointed Secretary of Eastern Idaho Technical Foundation, Inc. and that the above is a true and correct copy of a resolution duly adopted at a meeting of the directors thereof, convened and held in accordance with law and the Bylaws of said Corporation on _____, and that such resolution is now in full force and effect.

IN WITNESS THEREOF, I have affixed my name as Secretary of _____ Corporation.

Dated: _____ Secretary: _____



ARTICLE SEVENTEEN
NOMINATING COMMITTEE
PROPOSED AMENDMENT

February 2013

Directors' qualifications — The Board of Directors believes that individuals who are nominated to be a director should have demonstrated notable or significant achievements in business, education or public service. Directors should possess a range of skills, diverse perspectives and backgrounds and should have the highest ethical standards, a strong sense of professionalism and intense dedication to serving the interests of the Foundation.

The following attributes or qualifications will be considered by the Nominating Committee in evaluating a person's candidacy for membership of the Board:

- **Management and leadership experience** — Relevant experience should include, at a minimum, a past or current leadership role in a major public company or recognized privately held entity. Consideration will also be given to relevant experience in the industry in which the College serves including but not limited to healthcare, welding, automotive, business, legal and computer technology.
- **Skilled and diverse background** — All candidates must possess the aptitude or experience to understand fully the legal and ethical responsibilities of a director, as well as the personal qualities to be able to make a substantial active contribution to Board deliberations, including interpersonal and communication skills, a passion for higher education and empathy for underserved populations.
- **Integrity and professionalism** — The following are the essential characteristics for each Board candidate: highest standards of moral and ethical character and personal integrity; independence, objectivity and an intense dedication to serve as a representative of the EITC Foundation; a personal commitment to Foundation principles and values.
- **Positive presentation** – The candidate must be perceived as having a good-standing reputation within the region and commit to conduct that will reflect positively on the Board and contribute to the mission of the Foundation.

Further, each candidate must be willing to commit, as well as have sufficient time available to fulfill the duties of Board membership and should live within the counties that the College serves during their years of service.

Selection and nomination process — Whenever a vacancy occurs in the Board of Directors, or when the Nominating Committee identifies a need for an additional member in compliance with Article Nine, the committee shall follow this procedure for nomination:

1. Identification: The Nominating Committee is authorized to use any methods it deems appropriate for identifying candidates for Board membership, including recommendations from current Board members, past Board Members and respected business and community leaders.

The committee shall also make their best efforts to thoroughly engage in whatever investigation and evaluation processes it deems appropriate, including a thorough review of the candidate's background, characteristics, qualities and qualifications, and personal interviews with the committee as a whole, one or more members of the committee or one or more other Board members. After the investigative period, the committee must meet and discuss the validity of the candidate. The committee will then vote to propose board membership; the committee must vote unanimously for a candidate to be brought before the Board in the Proposal Stage. If the vote is not unanimous, the candidate will not be proposed. If the vote is unanimous, please follow the procedure below in the Proposal phase.

2. Proposal: The chairperson of the Nominating Committee will propose the perspective member during a monthly board meeting by presenting their name, current employment information and any other pertinent information that the committee finds relevant to membership. All Board Directors will then discuss in the open meeting the information reported from the committee and respond with any new information they may have on the proposed member. The communication process will continue until the following month's board meeting. Negative or potentially inflammatory feedback should be discussed amongst the Nominating Committee and shared with the Board Chairperson and Vice Chairperson.

3. Nomination: After the member is proposed and has been discussed, at the next board meeting, the entire Board of Directors will vote; a proposed member will earn an invitation with a two-thirds vote in favor of a formal invitation.

4. Invitation: If the proposed member is approved by the Board of Directors, the Chairperson of the Board will then extend a formal invitation to the proposed member to become a Board Director, allowing 14 days for the proposed member to respond.

If during the invitation stage the proposed member denies the opportunity to serve, they are relinquished without prejudice.

If the proposed member accepts the invitation, they will begin serving at the next regularly scheduled board meeting.

**AUDIT COMMITTEE
DECEMBER 10, 2015**

SUBJECT

Idaho State Board of Education (Board) Policy V.H. – Audits – first reading

REFERENCE

June 2005	(Board) approved first reading updating policy to bring in alignment with creation of Audit Committee.
August 2005	Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.

BACKGROUND / DISCUSSION

At its June 2015 meeting, the Audit Committee discussed how it handles Legislative Services Office (LSO) audits of agencies under the jurisdiction of the Board. The Committee recommended revising Board policy to delegate review of LSO audit reports to the Executive Director unless a material weakness or significant deficiency was included in the audit report.

The revisions to Board policy V.H.6, Legislative Audits, would pertain to LSO audits of the Office of the State Board of Education, Professional-Technical Education, Idaho Public Television, and Idaho Vocational Rehabilitation. Minor modifications were made to V.H.6.ii to clarify that LSO provides preliminary and final reports. The addition of section V.H.6.iii allows the Committee to delegate the review of the LSO audit reports to the Executive Director, unless a material weakness or significant deficiency is included in the audit report.

IMPACT

Approval of the proposed amendments would clarify LSO reporting procedures and delegate the review of the LSO audit reports to the Executive Director when there are no material weaknesses or significant deficiencies included in the reports.

ATTACHMENTS

Attachment 1- Board Policy Section V.H., 1st reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendment to Idaho State Board of Education Policy V.H., as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

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GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

Subsection: H. Audits

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General Purpose and Governance

The Audit Committee (Committee) is appointed by the Board in fulfilling its fiscal oversight responsibilities. The Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

The Committee serves as the Board's liaison with its external auditor and with the external and internal audit operations of the agencies and institutions. The Committee reviews agency and institution fiscal operations. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures.

1. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including meetings with the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

2. Audit Committee

a. Membership

Each member of the Committee shall be in good standing, and shall be independent in order to serve on the Committee. The Committee minutes will indicate whenever a new member is appointed by the Board as well as an acknowledgement that independence has been verified for the new member. Affirmation of independence will be documented in the minutes annually or whenever a change in status by any Committee member occurs.

b. Financial Expert

At least one member of the Committee shall be designated as a financial expert and indicated in the Committee minutes. This designation shall be affirmed annually, unless there is a change in status.

c. Board Bylaws on Audit Committee

The Committee will review, reassess the adequacy of, and recommend any proposed changes to the Board annually, unless changes are needed during the course of the year, in light of new best practices and new legal requirements.

d. Meetings

GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

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The Committee shall meet at least four times per year and may be combined with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution management or others to attend the meetings and provide pertinent information as necessary. All members are expected to attend each meeting in person, via telephone conference or videoconference. The agendas for meetings should be prepared and provided to members in advance, along with appropriate briefing materials. Minutes shall be prepared that document decisions made and action steps established and shall be maintained at the Board office.

3. Selection of Independent Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College).

- a. The Committee shall allow enough time to prepare and publish a Request for Proposal, review and evaluate proposals, obtain Board approval of the selected audit firm, and negotiate and authorize a contract.
- b. The Committee may establish a process for selecting an independent audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the audit firm.
- d. The selection of the new audit firm shall be presented to the Board and ratified at the next Board meeting following the Committee's selection.

4. Independent Auditors

a. Lead Audit Partner Rotation

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the independent audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the independent auditors. These discussions shall be documented in the Committee meeting minutes.

GOVERNING POLICIES AND PROCEDURES

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b. Risk Assessment

Prior to the publication of the independent auditor's report, the Committee will review all material written communications between the independent auditors and institution management, including management letters and any schedule of unadjusted differences. The Committee shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for any items requiring follow-up and monitoring. The Committee shall review these risks with institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

c. Audit Scope

- i. Prior to Audit: Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead audit partner to review the audit scope. Questions related to audit scope may include significant changes from prior year, reliance on internal controls and any internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should be reviewed.
- ii. Subsequent to Audit: Subsequent to the audit report, the Committee shall meet with the lead audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the inter-relationship between any internal audit function and the external auditors with respect to the scope of the independent auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the plans for the audit of the current year.

d. Accounting Policies

Annually and/or in conjunction with the year-end audit, the Committee shall review with the lead audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

e. Financial Statement Review

GOVERNING POLICIES AND PROCEDURES

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At the completion of the independent audit, the Committee shall review with institution management and the independent auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the independent auditor's report. The Committee shall also review any significant changes required in the independent auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

f. Single Audit Review

At the completion of the Single Audit Report (as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996), the Committee shall review with institution management and the independent auditors each institution's Single Audit Report. The Committee shall discuss whether the institution is in compliance with laws and regulations as outlined in the current Single Audit Act described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

5. Internal Audits

The Committee shall review with institution management any significant findings on internal audits from the preceding 12 months and planned for the upcoming six months along with the status of each planned audit and management's responses thereto. The Committee shall review any difficulties the institution's internal audit staff encountered in the course of their audits, including any restrictions on the scope of their work or access to required information. The Committee shall discuss any internal audit function's budget and staffing.

6. Other Audits

a. Legislative Audits

- i. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- ii. At the completion of the preliminary and final legislative audits, the Committee shall discuss with the legislative auditor ~~the any progress findings of the~~

GOVERNING POLICIES AND PROCEDURES

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~~legislative audit, including a full report on preliminary and final audit findings and recommendations.~~

iii. The Committee may delegate the review of the audits described in sections i. and ii. to the Executive Director unless a material weakness or significant deficiency was included in the audit report.

b. Employee Severance Audits

When key administrative personnel leave an agency or institution, the Committee may bring to the full Board a recommendation as to whether an audit should be conducted and the scope of the audit.

7. Confidential Complaints

- a. The Committee shall set up a process to investigate complaints received by the Board regarding accounting, internal accounting controls, or auditing matters that may be submitted by any party internal or external to any entity under its governance.
- b. The Committee shall review the procedures for the receipt, retention, and treatment of complaints, referenced in paragraph 7.a, received by the Board. The Committee shall review an original of each complaint received, no matter the media used to submit and discuss the status or resolution of each complaint. The Committee shall ensure that proper steps are taken to investigate complaints and resolve timely. The Committee shall review a cumulative list of complaints submitted to date to review for patterns or other observations.

GOVERNING POLICIES AND PROCEDURES

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY Establish Position - Vice President for Health Sciences	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) proposes the establishment of a Vice President for Health Sciences position.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.a.

BACKGROUND/DISCUSSION

As the lead higher education institution for health professions in the State of Idaho, ISU has continued to grow its health-related programs on its campuses in Pocatello, Idaho Falls, Twin Falls, and Meridian, as well as worldwide through on-line offerings. Beginning with a handful of programs and degrees, ISU now offers over 30 degree programs ranging from associate and certificate programs, in health-related vocational areas, to post-doctoral residencies. Approximately a third of ISU's graduates each year graduate with health-related degrees and certificates.

To capitalize on the high demand and future growth opportunities in health-related programs, ISU proposes the establishment of a Vice President level position with the following criteria:

- i. Position Title: Vice President for Health Sciences
- ii. Type of Position: Administrative Non-Classified Appointment
- iii. FTE: 1.0
- iv. Term of Appointment: 12 Months
- v. Effective Date: July 1, 2016
- vi. Approximate Salary Range: \$190,000 to \$230,000 commensurate w/ Education & Experience
- vii. Funding Source: Appropriated Funds
- viii. Job Description: See Attached Roadmap

IMPACT

See the attached Roadmap document which outlines the positive impacts achieved with the establishment of this executive level position.

ATTACHMENTS

Attachment 1 – ISU Organizational Chart	Page 3
Attachment 2 - A Roadmap for the Future	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The request to authorize establishment of the position of Vice President for Health Sciences at ISU would create a sixth vice president at ISU (assuming that the subsequent reorganization will leave the current five vice president positions

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015**

essentially intact). The draft “roadmap” document at Attachment 1 states that *“raising the level of administrative oversight for the health programs to a second VP would provide greater leadership and hence, further development of our Core Theme of Leadership in the Health Professions.”* Presumably, this “second VP” statement refers to a realignment of health sciences-related responsibilities between the new vice president and the Provost/Vice President for Academic Affairs. The ISU organization chart currently depicts a “Vice Provost & Executive Dean, Health Sciences reporting to the Provost. The draft roadmap does not specifically address the reporting lines (staff has learned that the Dean would report to the new Vice President), or how duties might be distributed among the new and current executive leadership team members. The Board may wish to invite ISU’s leadership to comment on the realignment of duties and relationships under the proposed six-VP structure. ISU’s President and Provost are prepared to describe the proposed position and answer questions related to the proposed new organizational structure.

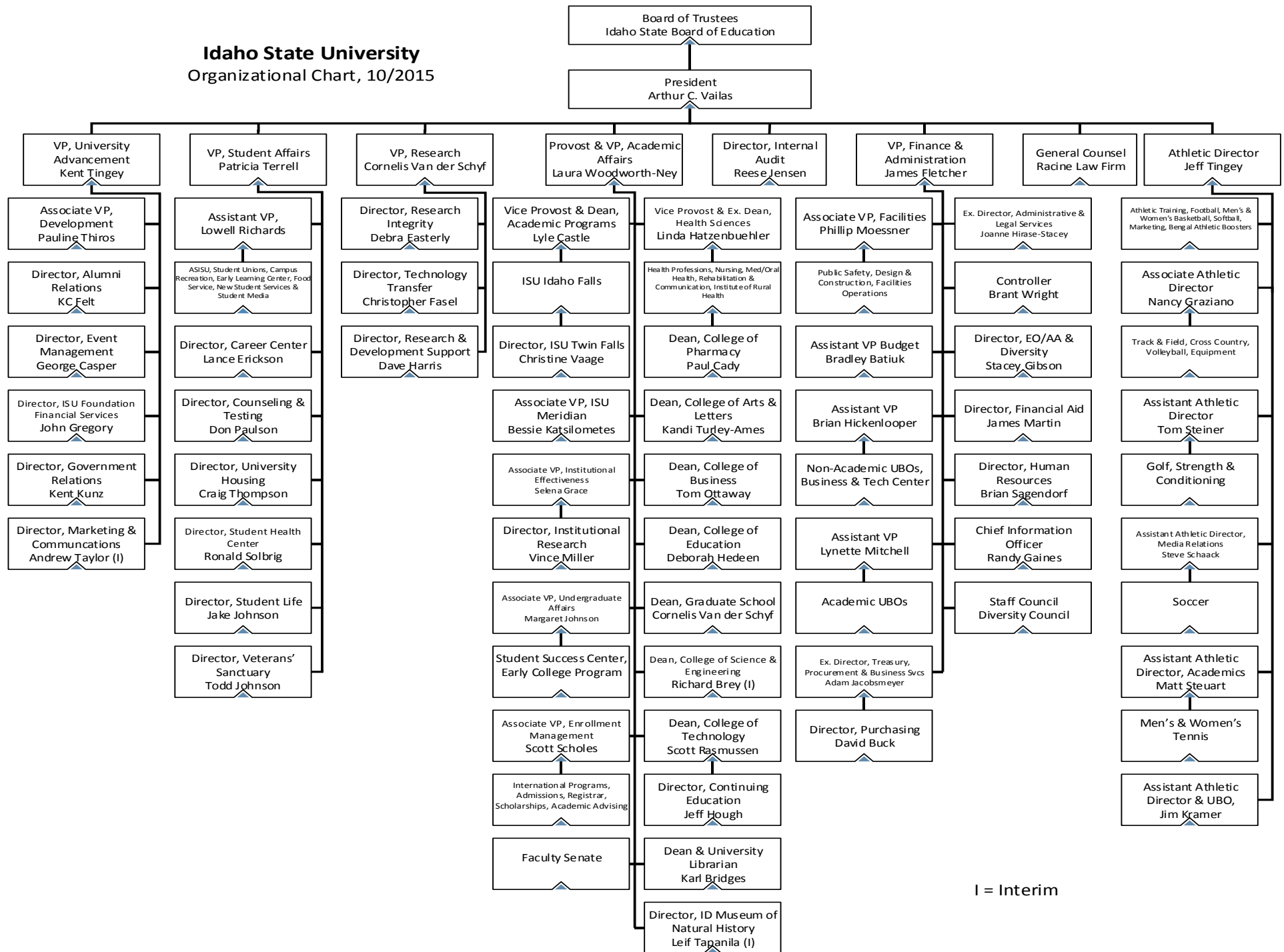
At the time of publication of this agenda item, staff was still attempting to obtain clarification on the inter-relationship of the proposed new vice president functions with those of other ISU senior managers’ positions—it was not possible at time of publication to offer a staff recommendation on approval of this request.

BOARD ACTION

I move to authorize Idaho State University to establish a position of Vice President for Health Sciences.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State University
Organizational Chart, 10/2015



I = Interim

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IDAHO STATE UNIVERSITY'S LEADERSHIP IN THE HEALTH PROFESSIONS: A ROADMAP FOR THE FUTURE

In the mid-1980's, Idaho State University was designated by the State Board of Education as the lead higher education institution for the health professions. Since that time, ISU has grown its health-related programs on its campuses in Pocatello, Idaho Falls, Twin Falls and Meridian, as well as worldwide through its on-line offerings. Beginning with a handful of programs and degrees, ISU now offers over 30 degree programs ranging from associate and certificate programs, in health-related vocational areas, to post-doctoral residencies. Approximately a third of ISU's graduates each year graduate with health-related degrees and certificates.

More recently, The Idaho State Board of Education revised its "Governing Policy and Procedure on Secondary Affairs: Planning and Delivery of Postsecondary Programs and Courses" in December 2013 (SBOE Policy III.Z.), and directed that Idaho State University would retain its statewide responsibility to deliver the following health-related programs:

Audiology Au.D., Ph.D.
Physical Therapy D.P.T., Ph.D.
Occupational Therapy M.O.T.
Pharmaceutical Science M.S., Ph.D.
Pharmacy Practice Pharm.D.
Nursing (Region III shared w/ BSU) M.S., D.N.P.
Nursing Ph.D.
Physician Assistant M.P.A.S.
Speech Pathology M.S.
Deaf Education M.S.
Educational Interpreting B.S.
Health Education M.H.E.
Public Health M.P.H.
Health Physics B.S., M.S., Ph.D.
Dental Hygiene B.S., M.S.
Medical Lab Science B.S., M.S.
Clinical Psychology Ph.D.

ISU's program mix in the health arena is unique in the state. ISU offers the only programs in Audiology, Clinical Psychology, Health Care Administration, Medical Laboratory Science, Occupational Therapy, Pharmacy, Physician Assistance Studies, Physical Therapy, Public Health and Speech Language Pathology. ISU's Nursing and PA programs are the only academic programs in Idaho that graduate ministrators, Medical Laboratory Science, Occupational Therapists need for primary care providers. ISU also has been home to the Idaho Dental Education program (IDEP) since its inception in the 1980's, and ISU offers the state's only Ph.D. program in Nursing. ISU is the only institution of higher education in Idaho to serve as the sponsoring institution of a medical and dental residency program; namely, it's Family Medicine Residency and ISU Dental Residency.

ISU graduates in the health professions now populate a significant proportion of the healthcare work force in the state, as the majority of ISU graduates in the health professions seek to remain in Idaho to work. For example, a 2011 economic impact study of ISU's health professional programs indicated that

71% of the graduates from the ISU Nurse Practitioner program held Idaho licenses. Over the 20-year history of the ISU Family Medicine Residency program, half of the young physicians practiced in Idaho upon their graduation from our program.

In addition to its healthcare-related degree programs and the graduates that these programs provide to the state, ISU has developed health care clinics that not only serve as training grounds for entry-level students and residents, but serve the general public across a host of service areas. ISU offers clinical services to the public in oral health, mental health, rehabilitation, primary care and wellness. These clinics are supported through the clinical income that is generated through patient and insurance billing. State-of-the-art equipment and management systems, including electronic medical records, provide patients with high-quality service and students and residents with high-quality training. ISU's clinics are housed on both the Pocatello and Meridian campuses, allowing service to be provided to a wide sector of Idaho's citizenry. Recently, the ISU Foundation has opened Bengal Pharmacy in cooperation with ISU's College of Pharmacy. Through its tele-pharmacy system, Bengal Pharmacy is positioned to meet the needs of remote rural communities in Idaho that cannot sustain pharmacies. Bengal Pharmacy currently operates two tele-pharmacies, one in Arco and one in Challis, and more are under discussion.

Due to the significant growth and scope in health-related academic programs at ISU, a reorganization of the majority of the health-related programs occurred in 2010, and the Division of Health Sciences was developed. The purpose of the reorganization was to increase the visibility of ISU's programs in the health professions both on and off campus. In the five years since its development, the DHS has increased the amount of inter-professional collaboration available to students, residents and clinical patients. As such, the DHS has positioned ISU to be at the cutting edge of health care delivery as the American health care system is changed through the Affordable Care Act. The team approach to health care is central to the new way in which healthcare is being delivered. The DHS has also provided the faculty in ISU's health programs greater opportunity to collaborate on scholarly activity, increasing their ability to compete for federal grant funding, a resource in an increasingly limited supply.

Because of the focused approach to the academic programming on ISU's Meridian campus, the DHS has been the lead academic unit driving growth on that campus. The physical plant in Meridian, through a combination of philanthropic and state support, has almost reached the point of full occupancy. Idaho State University held its grand opening of the L.S. and Aline W. Skaggs Treasure Valley Anatomy and Physiology Laboratories on September 24, 2015. Funded with a combination of private and public investment, these labs include the most advanced cadaver, bio-skills, and virtual anatomy learning laboratories located in Idaho, and would rival any such laboratories in the Intermountain West. The Anatomy and Physiology laboratories provide needed basic science courses to ISU's professional students in Meridian, and opportunities for local continuing education for health professionals in the area. Linkage with high schools statewide, through the IEN network, has also been integrated into the laboratories.

The DHS has developed strong working relationships with health agencies and organizations which have greatly enhanced the learning experience for students who have expanded training and learning opportunities in sites and clinics that are both on, and off-campus. Staff members who are paid by our partner institutions serve as mentors to our students and residents who rotate through their agencies and facilities. These volunteer mentors help to lower the cost of programs for students.

ISU takes its leadership role in the health professions seriously. We have included our lead position in the health field in our institutional Core Themes that are required by our regional accreditor, the

Northwest Commission for Colleges and Universities. The foundation established in the health professions, over the past thirty years, provides ISU with the opportunity to move forward aggressively in the health arena. ISU is now recognized in the state as the destination site for students interested in a career in the health professions. The DHS is currently housed administratively within the Office of Academic Affairs (AA) under the direct auspices of the Provost.

When the DHS was organized in 2010, the plan was to allow it to establish itself as an organization and then to move it under its own Vice President, parallel to the Provost. The size, scope and complexity of the DHS now far exceed that of the other academic units with AA. The DHS itself is made up of one college (Pharmacy) and three schools (Nursing, Health Professions and Communication and Rehabilitation Sciences) as well as the Office of Medical and Oral Health which houses the Physician Assistant Studies and Dental Hygiene programs, IDEP, the Idaho Advanced General Dental Residency, and the Family Medicine Residency. Several non-academic units also are part of the DHS including the Institute of Rural Health and the Idaho Center for Health Research, the grants and contracts arms of the DHS.

The administrative issues associated with the DHS and the other health programs at ISU are significant. Separating the administrative workload of the DHS to another VP position would accomplish two things. First, it would allow more careful management oversight of the health programs.

- Twenty separate professional accrediting bodies impact ISU's health programs and require ongoing monitoring.
- The regulations associated with clinic operations continue to grow. Billing practices and cybersecurity issues require very careful scrutiny to assure that ISU's compliance with federal regulations is adequate.
- External relationships must be fostered with philanthropic organizations, granting agencies and health care organizations that support our programs.
- Marketing of our clinical services and academic programs and growing our research profile in the health arena needs more attention than it has been given to date. The services we provide add to the richness of our entry-level student/resident educational experiences and provide added funding to the operational budgets that support our clinics. Bringing more patients into our clinics, through targeted marketing, is an essential need for our clinics.

Second, and more importantly, raising the level of administrative oversight for the health programs to a second VP would provide greater leadership and hence, further development of our Core Theme of Leadership in the Health Professions. Such leadership goes well beyond simply adding academic programs to our current offerings on our campuses. Among the issues that need to be addressed as we move forward with our leadership in the health professions include:

- The health-related student services such as Student Health and Counseling should collaborate more closely with educational programs and the ISU/DHS clinic operations. The latter would provide for an improved array of services to students and potentially expand services to families of students through billing systems already in place in ISU clinics.

- Our clinics are ripe areas for increasing the amount of translational research occurring on our campus. Translational research refers to the type of research that moves ideas “from the bench to the bedside.” While some translational research already occurs on ISU’s campuses in some areas, the amount could increase significantly with appropriate leadership. By bringing on a VP-level administrator with experience in translational research, our growth efforts in this area would be greatly accelerated.
- The growth in our clinic operations has far exceeded the physical plant capabilities of our Pocatello campus. ISU is in need of a new physical facility that can house the majority of our clinics under one roof. Such a facility would allow for the needed inter-professional student experiences that our professional accreditors require and the “one-stop shop” that our clinic clientele desire. ISU needs leadership devoted to the development of the plans associated with such a facility. Such planning includes researching the design of such a state-of-the-art facility, garnering support from external partners, including potential donors, and then supervising the implementation of the plan.
- The 5-year plan submitted to the SBOE by ISU with respect to health programs needs ongoing assessment and updating. Idaho citizens do not have access to the full array of health care fields. As the future unfolds, so too will the need for new academic offerings to meet the state’s need for providers and citizen’s interests in health-related careers.

In order to address the management and leadership issues needed for the first quarter of the 21st century at ISU in the health areas, we propose the following:

- We would transfer the administration of the DHS, and other health programs on campus, to a Vice President for Health Sciences that would report directly to the President.
- We would hope to recruit a medical doctor with both clinical and research experience (MD/PhD) to fill this position. We anticipate that the salary for such an individual would be higher than that currently paid to VP-level administrators on the ISU campus. We also anticipate that finding the appropriate candidate to fill this position will take some time and the assistance of a search firm. We are in a position financially as an institution to fund such a position and the support staff required for the new VP.

The development of this new administrative position will not negatively affect the current program array at any of ISU’s campuses. Instead, it would help to grow ISU’s current programs and would assist the state in growing economically and meeting the educational needs of its citizens of the future. Non-programmatic administrative functions currently managed by Academic Affairs on behalf of the DHS, such as academic catalog management, registration, admissions processing, central advising, tutoring and institutional reporting, would remain under the Provost.

Once underway, ISU anticipates that the work of this new administrator on our campus will reap a return on investment that will assist in solidifying ISU’s budget which is directed toward the health professions.

We would be remiss in our designated leadership role in the health professions if we did not look to the future.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section V.B. – Budget Policies – Second Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY Section V.R. – Establishment of Fees – Second Reading	Motion to approve
3	UNIVERSITY of IDAHO Capital Project - Renovation and Modernization of the Wallace Residence Center, Construction Phase	Motion to approve
4	UNIVERSITY of IDAHO Self-support Fee Request for Education Ph.D. Specialization of Higher Education Leadership	Motion to approve
5	IDAHO STATE UNIVERSITY FOUNDATION Expansion of Bengal Pharmacy Operations	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015

SUBJECT

Budget Policies – Second Reading

REFERENCE

October 2012	Idaho State Board of Education (Board) approved revisions to the Occupancy Costs policy.
October 2015	Board approved First Reading to the Board Policy V.B. amended Occupancy Costs provisions.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

BACKGROUND / DISCUSSION

The current policy on occupancy costs provides certain deadlines by which notification of facilities eligible for occupancy costs must be provided to the Division of Financial Management (DFM) and the Legislative Services Office (LSO). The policy is silent on what happens if the deadline is missed. The policy is also in need of clarification with respect to occupancy cost funding which can be requested for remodeled or expanded facilities. The proposed amendments would simplify the occupancy cost notification requirement by aligning it with the statutory deadline for the submission of annual budget requests. If, by error or oversight, an institution misses the deadline, it would have one year in which to correct the omission. The amendments would also clarify that when remodeled or expanded space is involved, only the new, incremental square footage would be eligible for occupancy costs and the term “remodel” is defined using industry standards.

In addition to clarifying occupancy cost procedures, the proposed policy amendment also provides a brief description of the Program Prioritization process, directs that it shall be an integral part of the institutions’ annual budgeting and program review process, and that annual Program Prioritization updates are to be provided by the institutions to the Board in accordance with schedules and formats established by the Executive Director.

The amendments related to Program Prioritization will codify the informal reporting process which is already in place.

IMPACT

Approval of the proposed amendments would clarify occupancy costs procedures and formalize the ongoing program prioritization process.

ATTACHMENTS

Attachment 1 – Board policy V.B. – second reading

Page 3

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015**

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes to the proposed policy amendments subsequent to the first reading. DFM and LSO staff have been consulted and are supportive of the proposed amendments with respect to occupancy costs. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~June~~ December ~~2013~~ 2015

1. Budget Requests

For purposes of Items 1. and 10., the community colleges (CSI, CWI and NIC) are included.

a. Submission of Budget Requests

The Board is responsible for submission of budget request for the institutions and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

b. Direction by the Office of the State Board of Education

The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

c. Preparation and Submission of Annual Budget Requests

Annual budget requests to be submitted to the Board by the institutions and agencies under Board governance are due in the Office of the State Board of Education on the date established by the Executive Director.

d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for ~~their~~ it's action.

2. Budget Requests and Expenditure Authority

- a. Budget requests must include projected student tuition and fee revenue based on the enrollment of the fiscal year just completed (e.g., the FY 2003 budget request, prepared in the summer of 2001, projected student tuition and fee revenue based on academic year 2001 enrollments which ended with the Spring 2001 semester).

- b. Approval by the Executive Director, or his or her designee, as authorized, for all increases and decreases of spending authority caused by changes in student tuition and fee revenue is required.
- c. Student tuition and fee revenue collected by an institution will not be allocated to another institution. The lump sum appropriation will not be affected by changes in student tuition and fee revenue.

3. Operating Budgets (Appropriated)

a. Availability of Appropriated Funds

- i. Funds appropriated by the legislature from the State General Fund for the operation of the institutions and agencies (exclusive of funds for construction appropriated to the Permanent Building Fund) become available at the beginning of the fiscal year following the session of the legislature during which the funds are appropriated, except when the appropriation contains an emergency clause.

b. Approval of Operating Budgets

- i. The appropriated funds operating budgets for the institutions and agencies under Board supervision are based on a fiscal year, beginning July 1 and ending on June 30 of the following year.
- ii. During the spring of each year, the chief executive officer of each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year.

c. Appropriation Transactions

i. Chief Executive Officer Approval

The chief executive officer of each institution, agency, office, or department is responsible for approving all appropriation transactions. Appropriation transactions include original yearly set up, object and program transfers, receipt to appropriation and non-cognizable funds.

ii. Institution Requests

Requests for appropriation transactions are submitted by the institutions to the Division of Financial Management and copies provided concurrently to the Office of the State Board of Education.

4. Operating Budgets (Non-appropriated -- Auxiliary Enterprises)**a. Auxiliary Enterprises Defined**

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics and student health services should be included in the category of auxiliary enterprises if the activities are essentially self-supporting.

All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds.

b. Operating Budgets

Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

5. Operating Budgets (Non-appropriated -- Local Service Operations)**a. Local Service Operations Defined**

Local service operations provide a specific type of service to various institutional entities and are supported by charges for such services to the user. Such a service might be purchased from commercial sources, but for reasons of convenience, cost, or control, is provided more effectively through a unit of the institution. Examples are mailing services, duplicating services, office machine maintenance, motor pools, and central stores.

b. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.

c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Non-appropriated -- Other)

- a. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

7. Agency Funds

- a. Agency funds are assets received and held by an institution or agency, as custodian or fiscal agent for other individuals or organizations, but over which the institution or agency exercises no fiscal control.
- b. Agency funds may be expended for any legal purpose prescribed by the individual or organization depositing the funds with the institution or agency following established institutional disbursement procedures.

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (CSI, CWI and NIC) are included, except as noted in V.B.8.b.ii.

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

i. Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the Executive Director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

ii. Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the Executive Director. Substantive and fiscal revisions to a requested project are resubmitted to the

Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

9. Approval by the Board

Requests for approval of major capital improvement projects must be submitted for Board action. Major capital improvement projects, which are approved by the Board and for which funds from the Permanent Building Fund are requested, are placed in priority order prior to the submission of major capital budget requests to the Division of Public Works.

10. Occupancy Costs.

a. Definitions.

- i. "Auxiliary Enterprise" is an entity that exists to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services.
- ii. "Eligible Space" means all owner-occupied space other than auxiliary enterprise space. Space owned by an institution but leased to another entity is not eligible space. Occupancy costs for "common use" space (i.e. space which shares eligible and auxiliary enterprise space) will be prorated based on its use. When funds are used to expand, remodel, or convert existing space, the eligible space shall be limited to the new, incremental square footage of the expanded, remodeled or converted space, only.
- iii. "Gross Square Feet" (GSF) means the sum of all areas on all floors of a building included within the outside faces of its exterior walls.
- iv. "Occupancy costs" means those costs associated with occupying eligible space including custodial, utility, maintenance and other costs as outlined in the occupancy costs formula.
- v. "Remodel" means the improvement, addition, or expansion of facilities by work performed to change the interior alignment of space or the physical characteristics of an existing facility.

b. Notification of ~~New~~ Eligible Space

- ~~i. No institution shall acquire, build, take possession of, expand, remodel, or convert any eligible space for which occupancy costs will be requested unless prior written notification has been provided to the Division of Financial Management (DFM) and the Legislative Services Office, Budget and Policy Analysis Division (LSO-BPA). Written notification shall be provided to DFM and LSO-BPA by the approving entity or institution within thirty (30) calendar days of final project by:~~
- ~~1) the State Board of Education or its executive director;~~
 - ~~2) the vice-president for finance and administration (or functional equivalent) — in the case of a locally approved project, or~~
 - ~~3) a community college board of trustees.~~

~~Written notification shall include:~~

- ~~1) description of the eligible space, its intended use, and how it relates to the mission of the institution;~~
- ~~2) estimated cost of the building or facility, and source(s) of funds;~~
- ~~3) estimated occupancy costs; and~~
- ~~4) estimated date of completion.~~

- ~~i. A facility or project specifically identified by name and approved by the Legislature and the Governor in the capital projects category of the Permanent Building Fund appropriation bill satisfies the notice requirement for purposes of requesting occupancy costs. All other facilities and projects for which occupancy costs may be requested shall follow the notification requirements of this policy.~~ Prior written notification must be provided to the Division of Financial Management (DFM) and the Legislative Services Office Budget and Policy Analysis Division (LSO-BPA) before an institution requests funding for occupancy costs for eligible space in a capital improvement project in which the institution acquires, builds, takes possession of, expands, remodels, or converts facility space. This written notification to DFM and LSO-BPA will be provided following final approval of the project and not later than the first business day of September for occupancy cost requests which would take effect in the subsequent fiscal year. Written notification will be by:

- 1) the State Board of Education or its executive director for projects approved by the Board;
- 2) the community college board of trustees for projects approved under their authority; or
- 3) the institution's financial vice president (or functional equivalent) for projects for which, by virtue of their smaller scope, approval authority has been delegated to the institution's chief executive.

~~ii.~~

- ii. Written notification shall include:

- a) description of the eligible space, its intended use, and how it relates to the mission of the institution;

- b) estimated cost of the building or facility, and source(s) of funds;
- c) estimated occupancy costs; and
- d) estimated date of completion.

iii. If an approving authority approves a project after the first business day of September, the notification and/or funding request shall be submitted the following September. If by error or oversight the approving authority fails to submit notification by the September deadline, there is a one-time, one-year grace period such that the approving authority may submit the notification as soon as possible, to be followed by a funding request not later than the first business day of the following September.

- c. Sources of Funds: Institutions may request occupancy costs regardless of the source(s) of funds used to acquire or construct eligible space.
- d. Required Information: Requests for occupancy costs shall include the following information: (i) projected date of occupancy of the eligible space; (ii) gross square feet of eligible space; and (iii) number of months of the fiscal year the eligible space will be occupied (i.e. identify occupancy of eligible space for a full or partial fiscal year).
- e. Once an institution has taken occupancy of a facility, or the remodeled or expanded area of a facility, the institution shall provide verification to DFM and LSO-BPA of the gross square footage, construction costs, current replacement value, and, if applicable, current or proposed lease space.
- f. Occupancy Costs Formula
 - i. Custodial: For the first 13,000 GSF and in 13,000 GSF increments thereafter, one-half (.50) custodial FTE. In addition, 10¢ per GSF may be requested for custodial supplies.
 - ii. Utility Costs: \$1.75 per GSF.
 - iii. Building Maintenance: 1.5% of the construction costs, excluding pre-construction costs (e.g. architectural/engineering fees, site work, etc.) and moveable equipment.
 - iv. Other Costs:
 - 1) 77¢ per GSF for information technology maintenance, security, general safety, and research and scientific safety;
 - 2) .0005 current replacement value for insurance; and
 - 3) .0003 current replacement value for landscape maintenance.
 - v. The formula rates may be periodically reviewed against inflation.

vi. Reversions:

- 1) If eligible space which received occupancy costs is later:
 - a) razed and replaced with non-eligible space; or
 - b) converted to non-eligible space,then the institution shall revert back to the state the occupancy cost funding at the base level originally funded.
 - 2) If eligible space is razed and replaced with new eligible space, then the institution may retain the base occupancy costs, net the funded GSF against any additional GSF, and request funding for the difference.
- g. Unfunded Occupancy Costs: If occupancy costs for eligible space have been requested but not funded due to budgetary reasons, institutions may request occupancy costs again in the following year. If, however, occupancy costs are denied for non-budgetary reasons, no further requests for occupancy costs related to the space in question will be considered.

11. Program Prioritization

- a. “Program Prioritization” is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
- b. Program Prioritization shall be incorporated in the colleges and universities’ annual budgeting and program review process.
- c. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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SUBJECT

Board Policy V.R. – Establishment of Fees – second reading

REFERENCE

December 2014	Idaho State Board of Education (Board) approved amendments to revise special course fees, and to authorize summer bridge program and online program fees.
May 2015	Board authorized BSU to offer professional development credits at a discounted rate to Idaho and non-Idaho teachers.
June 2015	Board approved new fee rates of Independent Study in Idaho.
October 2015	Board approved first reading of Policy V.R. Establishment of Fees

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND / DISCUSSION

In-service Teacher Education Fee

At the May 2015 Special Board meeting the Board approved a request from Boise State University (BSU) to allow it to provide professional development opportunities for teachers nationally and apply the in-service teacher fee rather than the applicable tuition rate for these teachers. Staff indicated at the time that if the Board approved BSU's request, then staff would incorporate the necessary changes into Board policy V.R. and bring back the amendments to the Board for approval.

Sections 33-3717A and 33-3717C, Idaho Code, jointly allow the Board to grant a full or partial waiver of fees or tuition charged to nonresident students through policy guidelines. Board policy V.R.3.a.viii.a) establishes a fee for Idaho teacher in-service courses that may not exceed one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee; however, this policy currently only applies to teachers that are employed in Idaho schools.

For courses for which the costs for providing the instruction are paid by a teacher or an entity other than the credit-granting institution, the proposed policy amendment would allow non-Idaho teachers to take in-service courses on a cost recovery basis. For courses for which the costs for providing the in-service instruction are paid fully or in part by the credit-granting institution, an added amount may be charged to recoup instructional costs.

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Independent Study in Idaho (ISI) Fee

ISI was created in 1973 by the Idaho State Board of Education as a cooperative of four regionally accredited Idaho institutions led by the University of Idaho (UI). Other cooperating members include Lewis-Clark State College (LCSC), Idaho State University (ISU) and Boise State University (BSU).

Due to changes to Board policy, ISI fees no longer qualify as Special Lab and Course Fees under Board policy V.R, so a new policy must be created to provide a process for submitting requests to adjust ISI fees. In June 2015 the Board took independent action to increase the per-credit fee to \$160 for undergraduate-level courses and \$200 for graduate-level courses. ISI receives no state or institutional funding and operates on revenue generated through student enrollment fees.

As of spring 2015, the total number of ISI courses, students, and course instructors per cooperative institution were as follows:

Institution Totals					Percentages by Institution				
	COURSES	CREDITS	INSTRUCTORS	STUDENTS		COURSES	CREDITS	INSTRUCTORS	STUDENTS
BSU	0	0	0	0	BSU	0%	0%	0%	0%
ISU	6	17	5	193	ISU	6%	6%	8%	12%
LCSC	18	39	11	258	LCSC	17%	13%	19%	16%
UI	80	251	43	1130	UI	77%	82%	73%	71%
Total	104	307	59	1581					

Online Program Fee

In December the Board approved an amendment to Board policy to authorize an Online Program fee. Since that time, there has been some confusion at the institution level with respect to interpretation of the policy as it relates to application and implementation of the fee. The proposed amendment would clarify that limited on-campus meetings maybe be required if necessary for accreditation purposes or to ensure the program is pedagogically sound. The program approval process through the Council on Academic Affairs and Programs (CAAP) and the Instruction, Research and Student Affairs (IRSA) committee will ensure on-campus meetings, if any, will be appropriately limited for programs requesting use of the online program fee.

IMPACT

These amendments will clarify Board fees to enhance accessibility to educational opportunities.

ATTACHMENTS

Attachment 1 – Board policy V.R. – second reading

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015**

STAFF COMMENTS AND RECOMMENDATIONS

There have been no changes to the proposed policy amendment subsequent to the first reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy V.R., Establishment of Fees, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: R. Establishment of Fees**~~December 2014~~ December 2015**1. Board Policy on Student Tuition and Fees**

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees**a. Initial Notice**

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities under the governance of the Board (the community colleges are included only as specified).

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited in the unrestricted fund.

i. Tuition – University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College

Tuition is the amount charged for any and all educational costs at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition includes, but is not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

ii. Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

iii. Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

iv. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

v. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of tuition, facility fee, technology fee and activity fee.

vi. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Professional-Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution.

viii. In-Service Teacher Education Fee

This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any certificated staff (i.e. pupil services, instructional and administrative).

a) The fee shall not exceed one-third of the ~~average~~ part-time undergraduate credit hour fee or one-third of the ~~average~~ graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school;

b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.

~~This special fee shall be applicable only to approved teacher education courses.~~

~~The following guidelines will determine if a course or individual qualifies for this special fee.~~

~~a) The student must be an Idaho certified teacher or other professional employed at an Idaho elementary or secondary school.~~

~~b) The costs of instruction are paid by an entity other than an institution.~~

~~c) The course must be approved by the appropriate academic unit(s) at the institution.~~

~~d) The credit awarded is for professional development and cannot be applied towards a degree program.~~

ix. Transcription Fee

A fee may be charged for processing and transcribing credits. The fee shall be \$10.00 per credit for academic year 2014-15 only, and set annually by the Board thereafter. This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. This fee may also be charged for transcribing demonstrable technical competencies.

x. Online Program Fee

- a) An online program fee ~~is defined as a fee~~ may be charged for any fully online undergraduate, graduate, and certificate programs. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.
- b) Nothing in this policy shall preclude pricing online programs at a market competitive rate which may be less or more than the current resident or non-resident per credit hour rates.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities

which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet and web access, general computer facilities, electronic or online testing, and online media).

iv. Professional Fees

To designate a professional fee for a Board approved academic program, *all* of the following criteria must be met:

a) Credential or Licensure Requirement:

- 1) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing is required. For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master’s, specialist or doctoral degree as defined in policy III.E.1.
- 2) The program leads to a degree where the degree is at least the minimum required for entry to the practice of a profession.

b) Accreditation Requirement: The program:

- 1) is accredited,
- 2) is actively seeking accreditation if a new program, or
- 3) will be actively seeking accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

c) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.

d) The program may include support from appropriated funds.

- e) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
 - f) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.
 - g) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.
- v. Self-Support Academic Program Fees
- a) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master’s, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:
 - 1) An institution shall follow the program approval guidelines set forth in policy III.G.
 - 2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
 - 3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
 - 4) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
 - 5) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
 - b) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.

- c) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board.
- d) Institutions shall review Self-support academic programs every three (3) years to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- e) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

vi. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

viii. New Student Orientation Fee

This fee is defined as a mandatory fee charged to all first-time, full-time students who are registered and enrolled at an institution. The fee may only be used for costs of on-campus orientation programs such as materials, housing, food and student leader stipends, not otherwise covered in Board-approved tuition and fees.

ix. Dual Credit Fee

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y.

x. Summer Bridge Program Fee

This fee is defined as a fee charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the

summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be \$65 per credit for academic year 2014-15 only, and set annually by the Board thereafter.

xi. Independent Study in Idaho

A fee may be charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding, and shall operate alone on revenue generated through ISI student registration fees.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

The following local fees and charges are charged to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts or the unrestricted fund and shall only be expended for the purposes for which they were collected. All local fees or changes to such local fees are established and become effective in the amount and at the time specified by the chief executive officer or provost of the institution. The chief executive officer is responsible for reporting these local fees to the Board upon request.

i. Continuing Education

Continuing education fee is defined as the additional fee to continuing education students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution. Revenue from this fee is deposited in the unrestricted fund.

iii. Special Course Fees

A special course fee is an additive fee on top of the standard per credit hour fee which may be charged to students enrolled in a specific course for materials and/or activities required for that course. Special course fees, or changes to such fees, are established and become effective in the amount and at the time specified by the chief executive officer or provost, and must be prominently posted so as to be readily accessible and transparent to

students, along with other required course cost information. These fees shall be reported to the Board upon request.

- a) Special course fees shall be directly related to academic programming. Likewise, special course fees for professional-technical courses shall be directly related to the skill or trade being taught.
- b) Special course fees may only be charged to cover the direct costs of the additional and necessary expenses that are unique to the course. This includes the costs for lab materials and supplies, specialized software, cost for distance and/or online delivery, and personnel costs for a lab manager. A special course fee shall not subsidize other courses, programs or institution operations.
- c) A special course fee shall not be used to pay a cost for which the institution would ordinarily budget including faculty, administrative support and supplies.
- d) Special course fees shall be separately accounted for and shall not be commingled with other funds; provided however, multiple course fees supporting a common special cost (e.g. language lab, science lab equipment, computer equipment/software, etc.) may be combined. The institution is responsible for managing these fees to ensure appropriate use (i.e. directly attributable to the associated courses) and that reserve balances are justified to ensure that fees charged are not excessive.
- e) The institution shall maintain a system of procedures and controls providing reasonable assurance that special course fees are properly approved and used in accordance with this policy, including an annual rolling review of one-third of the fees over a 3-year cycle.

iv. Processing Fees, Permits and Fines

- a) Processing fees may be charged for the provision of academic products or services to students (e.g. undergraduate application fee, graduate application fee, program application fee, graduation/diploma fee, and transcripts). Fees for permits (e.g. parking permit) may also be charged.
- b) Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).

All processing fees, permit fees and fines are established and become effective in the amount and at the time specified by the chief executive officer, and shall be reported to the Board upon request.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Renovation and Modernization of the
Wallace Residence Center, Construction Phase

REFERENCE

June 18, 2015 Approval by the Board of Regents for design and
planning phase expenditures up to \$250,000.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1
and V.K.3.b, V.K.3.c., and V.K.4

BACKGROUND/ DISCUSSION

Request Summary

The University of Idaho (UI) requests authorization to proceed with the finance plan and construction phase of a Capital Project to implement the construction phase for renovation and modernization of twelve floors in various wings of the Wallace Residence Center. It is the intent of the UI to pursue this project effort via the Design-Build delivery methodology.

General Background

The Wallace Residence Center was originally built in the mid-1960's, serving as one of the primary residential complexes for students over the last fifty years. The facility has twenty floors, arrayed in four wings, with each floor providing up to fourteen suites consisting of two rooms sharing a private bath. The facility has suffered from receiving only limited renovations over the many decades, and is in a declining state. Student needs and expectations have changed drastically over the years, and the facility is long past due for modernization and improvements. The facility includes beds for roughly 800 – 900 students, depending on occupant arrangements. This represents over one third of the UI's total residential capacity. The dated finishes and declining state of the facility are significant detractors in our enrollment efforts and must be improved.

Over the last several years, the UI has undertaken small-scale improvements on a number of floors of Wallace, with much of the work performed in-house. Improvements include abatement of asbestos containing flooring materials, demolition and construction of a new vanity cabinet and sink, replacement of numerous finishes including desktops, room doors, locks and hardware, bathroom hardware and vents, all carpet in rooms, lounges, hallways, refinishing of built-in casework, replacement of lighting with LED fixtures, floor and wall tile refurbishment in the showers, and providing wall repairs and new paint throughout. While a number of floors have been renovated or are in process, yet another twelve floors remain to be addressed.

The UI sought, and received authorization from the Board of Regents to pursue the planning and design phase of a Capital Project aimed at improving the remaining 12 floors. The stated desire is to implement the project via the Design-Build methodology.

Planning and Design Phase Summary

Subsequent to receipt of authorization for the planning and design phase, the UI issued a Request for Qualifications (RFQ) seeking interested and qualified Design-Build teams. In response, five (5) teams submitted their qualifications for review and evaluation. The team of Ginno Construction, Cd'A, Idaho, supported by CKA Architects, Lewiston, Idaho, was selected in August, 2015.

Over the course of the late summer and fall, the Design-Build team has worked with the UI to quantify and define scope, identify base bid parameters, develop costs estimates and refine schedules. Given the tight, constrained schedule, Ginno and CKA are currently working to identify and schedule items that might be pre-ordered and pre-fabricated such that they are on-hand and in stock when the construction window first opens in May, 2016.

The work to be contracted will include all the work described above, with some additional, alternate bid item work envisioned to include limited HVAC improvements in the lounges, and floor and wall tile refurbishment in the bathrooms outside the showers.

The planning and design authorization request noted that the Design-Build team and the UI would work to develop options regarding the possibility of completing the work in a single effort over one summer or in phases over two summers. The analysis regarding a single phase or two phases is still on-going as the Design-Build team and the UI continues to study and evaluate the risks and rewards of both options. Regardless of the option selected, it is the intent of the UI to limit the work to summer construction seasons between the spring and fall academic semesters when the Wallace Residence Center is largely unoccupied.

Authorization Request

This request is for acceptance of the Finance Plan and Capital Project Authorization to construct the project. This project will provide for the needed and desired renovations and improvements to the UI Wallace Residence Center

As a result of the work of the planning and design phase, the Design-Build team estimates the total project budget and the fiscal impact will be \$5.0M. This is higher than the estimated \$4.2M fiscal impact reported in the planning and design phase authorization request and is the result of the additional information, thought, and expertise brought to bear by the Design-Build team as the scope was studied and refined.

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Initial funding for this project is to be provided through central university strategic reserves. The initial funding will be repaid through revenues generated by the Housing and Residence Life unit of the UI's Auxiliary Services.

The project is consistent with the strategic goals and objectives of the UI, specifically Goal Four, Community and Culture, of the UI's strategic plan. The Wallace Residence Center project is a key component of the UI's strategy to recruit and retain a vibrant, diverse student body by providing attractive, desirable, safe, functional, and supportive living and learning environments, and, it is in broad alignment with the goals of the Complete College Idaho initiative for the very same reasons. The completed project allows the UI to better meet the expectations of future generations of college bound students.

Further, the project is consistent with, and supported by, the UI's campus master plan, the Long Range Capital Development Plan (LRCDP). The LRCDP calls for attractive, clean, functional, updated housing facilities located in a robust and vital residential neighborhood on the north edge of campus anchored by the Wallace Residence Center. It further identifies the Wallace Residence Center as a facility worthy of continued investment.

IMPACT

As stated, the total fiscal impact of this project is currently estimated at \$5.0M. The project funding for all phases is provided through UI central reserves.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Admin/Plan Review Fee	\$ 14,100
Federal (Grant):	\$ 0	Design Phase Fees	\$ 250,000
Other (UI Reserves)	<u>\$ 5,000,000</u>	Construction	\$ 4,120,000
		Const. Contingency	\$ 437,000
		Support Const. Costs	\$ 50,000
		Project Contingency	<u>\$ 128,900</u>
Total	\$ 5,000,000	Total	\$ 5,000,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

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BOARD ACTION

I move to approve the request by the University of Idaho to implement the construction phase for the renovation and modernization of the Wallace Residence Center at a cost not to exceed \$5.0M. Project approval includes the authority to execute all necessary and requisite consulting contracts to fully implement the construction phase of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of December 2015

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Construction Phase and Financing Plan Authorization, Renovation and Modernization of the Wallace Residence Center, Moscow
- 2 **Project Description:** Construction Phase and Finance Plan for a project to renovate and modernize twelve floors in various wings of the Wallace Residence Center. The project will include necessary demolition and replacement of a variety of interior finishes in hallways, lounge spaces, student rooms, and shared restrooms to modernize and improve the functionality of spaces.
- 3 **Project Use:** The Wallace Residence Center is the largest of the dormitories serving residential students at the University of Idaho.
- 4 **Project Size:** roughly 100,000 GSF

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning and Design Phase Only	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 227,000	\$ -	\$ 23,000	\$ 250,000
History of Revisions:								
Refined Cost of Project. Construction Phase and Financing Plan	\$ -	\$ -	\$ 4,750,000	\$ 4,750,000	\$ 23,000	\$ 4,607,000	\$ 120,000	\$ 4,750,000
Total Project Costs	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000	\$ 250,000	\$ 4,607,000	\$ 143,000	\$ 5,000,000

History of Funding:	* Other Sources of Funds						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other*	Total Other	Total Funding
Initial Authorization Request, Planning and Design Phase Only, June 2015	\$ -				\$ 250,000	\$ 250,000	\$ 250,000
Authorization Request, Construction Phase and Financing Plan, December 2015	\$ -				\$ 4,750,000	\$ 4,750,000	\$ 4,750,000
						-	-
Total	\$ -	\$ -	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000	\$ 5,000,000

26 * Central University Strategic Reserves

27 ** Design Contingency, Administrative Costs, DBS Plan Review Fees, and Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015

UNIVERSITY OF IDAHO

SUBJECT

Self-support Fee Request for Education Ph.D. Specialization of Higher Education Leadership

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.R.3.b.v Self-Support Academic Program Fees

BACKGROUND/DISCUSSION

The University of Idaho (UI) began offering a Ph.D. specialization of Higher Education Leadership in the mid-1980s. The specialization was of great interest, especially to upper-level staff and administrators in higher education. Most students in the program were eligible for fee waivers, resulting in a program that was essentially subsidized since very few tuition dollars were brought into the UI for the program's support. During the recession and accompanying budget reductions, we first reduced course offerings and ultimately stopped accepting students into the specialization.

The UI has not admitted new students to this doctoral specialization for more than six years. Inquiries into the program specialization have remained steady, however, and have actually increased in recent years. We have a waiting list of interested students from Brigham Young University-Idaho (BYU-I), various community colleges, and the UI. There is no program in Eastern Washington and we believe we could recruit from there as well. In order to serve this need and interest without additional state resources, we propose to offer the specialization on a self-sustaining budget, relying solely on student fees to deliver the program. While the program is not new, we have redesigned its delivery to better meet potential students' needs. The delivery model includes the following:

- A new cohort of 18-25 students accepted every two years
- Part-time enrollment (5 courses per year), assuming most students will be working professionals
- Program completion, including dissertation, in four years
- Two required summer residency experiences plus one winter experience
- Research internship with a major professor
- Hybrid course delivery (mixture of face-to-face and on-line)
- Fee inclusive of tuition, on-line fees, textbooks, some meals during summer residency, materials, instruction
- Fee does not cover housing, dinners, or travel for residency experiences

IMPACT

All of Idaho's post-secondary institutions are working to increase post-secondary education attainment of Idaho's citizens. Increased leadership and research skills

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of those in higher education positions will contribute to new approaches to recruitment, retention, student services, and many other offices on higher education campuses.

Converting this program to a self-support academic program will enable the UI to re-open and deliver this specialization to interested students who are seeking to make a significant impact on the running of post-secondary institutions, while incurring no additional financial impact on appropriated funds. All supporting funds will come from the program fee (\$36,000 per student). No new funds are requested from the state or the UI.

ATTACHMENTS

Attachment 1 – Proposed Budget

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This program, although currently dormant, was previously approved by the Board in accordance with the guidelines set forth in policy III.G. Conversion of the program to a self-support academic program adds the requirements, per policy V.R.b.v., that any subsequent increases in the program fee will require Board approval, that the institution shall review the program every three (3) years to ensure that program revenue is paying for all program costs (direct and indirect), and that no appropriated funds may be used to support the program. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to establish its Higher Education Leadership Ph.D. specialization as a self-support academic program with a self-support fee set at \$36,000 for the four-year program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	17	FY	18	FY	19	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	14	18	14	18	28	36	56	72
B. Shifting enrollments	0	0					0	0

II. REVENUE

	FY	17	FY	18	FY	19	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)*		\$10,000.00		\$10,000.00			\$0.00	\$20,000.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees	\$162,000.00		\$162,000.00		\$324,000.00		\$648,000.00	\$0.00
6. Other (Specify)							\$0.00	\$0.00
Total Revenue	<u>\$162,000.00</u>	<u>\$10,000.00</u>	<u>\$162,000.00</u>	<u>\$10,000.00</u>	<u>\$324,000.00</u>	<u>\$0.00</u>	<u>\$648,000.00</u>	<u>\$20,000.00</u>

* Allocated only if needed

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY	<u>17</u>	FY	<u>18</u>	FY	<u>19</u>	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.1		1.1		2.2		4.40	0.00
2. Faculty	\$21,000.00		\$21,000.00		\$42,000.00		\$84,000.00	\$0.00
3. Administrators	14,500		14,500		14,500		\$43,500.00	\$0.00
4. Adjunct Faculty	21,000		\$21,000		42,000		\$84,000.00	\$0.00
5. Instructional Assistants					30,000		\$30,000.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	12,000		12,000		12,000		\$36,000.00	\$0.00
8. Fringe Benefits	23,975		23,975		49,175		\$97,125.00	\$0.00
9. Other:							\$0.00	\$0.00
Total FTE Personnel and Costs	<u>\$92,475.00</u>	<u>\$0.00</u>	<u>\$92,475.00</u>	<u>\$0.00</u>	<u>\$189,675.00</u>	<u>\$0.00</u>	<u>\$374,625.00</u>	<u>\$0.00</u>

	FY	17	FY	18	FY	19	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$12,000.00		\$12,000.00		\$15,000.00		\$39,000.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications	\$3,000.00		\$3,000.00		\$3,000.00		\$9,000.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$5,000.00		\$5,000.00		\$10,000.00		\$20,000.00	\$0.00
7. Rentals	\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Textbooks	\$7,200.00		\$7,200.00		\$14,400.00		\$28,800.00	\$0.00
11. On-line course fee	\$11,340.00		\$11,340.00		\$22,680.00		\$45,360.00	\$0.00
12. Technology Support	\$2,000.00		\$2,000.00		\$4,000.00		\$8,000.00	\$0.00
13. Residency Expenses	\$3,000.00		\$3,000.00		\$6,000.00		\$12,000.00	\$0.00
							\$0.00	\$0.00
Total Operating Expenditures	\$44,540.00		\$44,540.00		\$76,080.00		\$165,160.00	\$0.00

	FY	17	FY	18	FY	19	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$5,000.00		5,000		\$5,000.00		\$15,000.00	\$0.00
2. Equipment	\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
Total Capital Outlay	<u>\$7,000.00</u>	<u>\$0.00</u>	<u>\$7,000.00</u>	<u>\$0.00</u>	<u>\$7,000.00</u>	<u>\$0.00</u>	<u>\$21,000.00</u>	<u>\$0.00</u>
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)	\$16,200.00		\$16,200.00		\$32,400.00		\$64,800.00	
TOTAL EXPENDITURES:	<u>\$160,215.00</u>		<u>\$160,215.00</u>		<u>\$305,155.00</u>		<u>\$625,585.00</u>	<u>\$0.00</u>
Net Income (Deficit)	<u>\$1,785.00</u>	<u>\$10,000.00</u>	<u>\$1,785.00</u>	<u>\$10,000.00</u>	<u>\$18,845.00</u>	<u>\$0.00</u>	<u>\$22,415.00</u>	<u>\$20,000.00</u>

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 10, 2015**

IDAHO STATE UNIVERSITY FOUNDATION

SUBJECT

Approval of Expansion of Bengal Pharmacy's Telepharmacy Services

REFERENCE

February 2013	Implementation of the Bengal Pharmacy, a limited liability company, was presented to the Idaho State Board of Education (Board) as an information item; referred to BAHR committee for review.
April 2013	Board approved Idaho State University Foundation's (ISU Foundation) request for implementation of the Bengal Pharmacy, a limited liability company, and establish a maximum of two pharmacies and report progress to the Board after the first year of operation.
June 2014	Annual Report of the Bengal Pharmacy reported to the Board.
April 2015	Board approved ISU Foundation's request for expansion of a telepharmacy to Challis.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.E.2. (Gifts and Affiliated Foundations) and I.J.1.a. (Use of Institutional Facilities and Services with Regard to the Private Sector)

BACKGROUND/DISCUSSION

After approval by the Board in April 2013, the ISU Foundation created the Bengal Pharmacy with the intent of enhancing the student educational experience, College of Pharmacy faculty research opportunities, revenue generation, and to provide needed service to the community. All of these goals have been met.

Bengal Pharmacy, located on the Pocatello campus, provides community pharmacy services to faculty, staff, and students as well as the wider local community. In June of 2014, Bengal Pharmacy collaborated with Lost Rivers Medical Center to open a remote dispensing site (telepharmacy) in Arco, Idaho and, in July 2015, in Challis, Idaho. Both towns had lost their only community pharmacy, and Bengal Pharmacy partnered with the communities to re-establish this valuable service. Without the telepharmacy services the next-nearest pharmacy would have been a 120 mile round-trip to Blackfoot or, in the case of Challis, to Salmon (130 miles round-trip). Additionally, the pharmacy enhances the economic viability of critical access hospitals and clinics by allowing for 'one-stop shopping' within the community and keeping care, and business, in town.

The development of Bengal Pharmacy's telepharmacy program required close collaboration with the Idaho Board of Pharmacy. Telepharmacies are only allowed in communities without any other pharmacy services; the Board of Pharmacy has only approved telepharmacy sites greater than 15-20 miles from the next nearest pharmacy. Under this model, the telepharmacies in Arco and Challis are staffed with certified pharmacy technicians, but the supervising pharmacist is located in Pocatello at the Bengal Pharmacy site on campus.

This system serves as an important model for students to learn about pharmacy delivery and business practices in remote locations. In addition, College of Pharmacy faculty members have received several grants to support research on telepharmacy services.

The Board had directed Bengal Pharmacy to request approval when expanding pharmacy operations. Although telepharmacies (or remote dispensing sites) are not technically traditional community pharmacies per Board of Pharmacy rule, we want to provide the Board with clarity during the development of this program.

Bengal Pharmacy has learned a great deal about models for delivering and growing telepharmacy services. Subsequently, several communities in rural Idaho have approached Bengal Pharmacy to develop additional telepharmacy sites. These communities are lacking or at risk of losing pharmacy services. Communities indicating an urgent need for telepharmacy services include Council and Kendrick. These towns are at least 50 miles round trip to the next nearest pharmacy. Council lost its pharmacy services about 2 years ago impacting the viability of medical services delivered at the local clinic, Adams County Health Center. The Idaho Board of Pharmacy approved Council as a third telepharmacy site in the Fall of 2014.

The proposed telepharmacy model in Council differs significantly from the previously developed sites in Challis and Arco.

1. Challis and Arco required significant capital outlays to execute the purchase of the pharmacy. Council will not require the purchase of a pharmacy or building, as was the case in Challis and Arco.
2. In Council, the community health center (Adams County Health Center) will own the pharmacy, Bengal Pharmacy will only provide staffing and pharmacy management services; Adams County Health Center will own the facility and the inventory.

The ISU Foundation, Bengal Pharmacy, and the College of Pharmacy believe the telepharmacy model that has been proposed for Council is advantageous to both the institution and to the partner communities served. In addition, this model does not require the capital outlay that was needed for the Arco and Challis build-outs. We anticipate requesting greater autonomy from the Board in the near future as additional opportunities similar to Council emerge. The addition of Council as a

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telepharmacy site provides economies of scale, making this model profitable (see business plan). Additional staff will be hired to run the program as it expands. The program does not require any financial resources from the State, as it is self-sufficient. Expansion of the telepharmacy service is expected to enhance health in the communities served, increase program profitability, and expand the educational and research opportunities within ISU. No telepharmacy expansion will ever occur in communities with existing pharmacy services.

We are requesting that the Board approve the expansion of Bengal Pharmacy's telepharmacy models, as outlined above, to Council, Idaho. The ISU Foundation and Bengal Pharmacy will provide the Board with an update on these programs in early 2016, including a request to add additional sites as opportunities emerge.

IMPACT

Approval would allow for Bengal Pharmacy to expand its telepharmacy services to Council, Idaho.

ATTACHMENTS

Council Telepharmacy Business Plan

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

This proposal falls within the parameters established by the Board for approval of additional telepharmacy sites—it would address mutual needs of the institution and the local community with minimal investment of additional resources. Staff recommends approval.

BOARD ACTION

I move to approve the request by the Idaho State University Foundation to establish a Bengal Pharmacy telepharmacy site in Council, Idaho, as described in the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Bengal Pharmacy - Council Business Plan

KEY POINTS

1. Council lost its pharmacy services about 2 years ago, impacting the viability of medical services delivered at the local clinic, Adams County Health Center (ACHC).
2. ACHC will own the pharmacy and Bengal Pharmacy will provide personnel and management services.
3. No capital outlay from the Wallace Spendable Account is necessary to establish the telepharmacy site in Council.
4. The addition of the management contract for Council to the current prescription volumes in Pocatello, Challis and Arco is economically viable and significantly enhances the profitability of the entire operation of Bengal Pharmacy.

COUNCIL

Council (and Adams County) lost its only pharmacy service about 2 years ago; the nearest pharmacy is a 104 mile round trip to Weiser. This area has a population of about 4,000 people, is socioeconomically disadvantaged, and has very limited access to health care services. Adams County has a large population of elderly residents with 24.0% over 65 years of age (state average: 13.8%) and a median family income of \$35,756, nearly \$12,000 less than state average.

Adams County Health Center (ACHC) operates in Council, providing primary care medical and dental services to the County. These services will be in jeopardy if there are no pharmacy services in town. After hearing of the success of Bengal Pharmacy at Lost Rivers, ACHC inquired with the ISU College of Pharmacy as to whether telepharmacy was an option for Council. The Idaho Board of Pharmacy approved ACHC as a telepharmacy site in the Fall of 2014. Historical data indicate that the Council site may support up to 65 prescriptions per day. The operation in Council will not require the purchase of a pharmacy or building, as was the case in Challis and Arco. In this model, the ACHC will own the pharmacy and Bengal Pharmacy will provide staffing and pharmacy management services. Adams County Health Center will own the facility and the inventory. This model is advantageous to Bengal Pharmacy as it minimizes initial capital outlays while enhancing the staffing model. The projected figures for the Council expansion suggest an enhancement of profitability of Bengal Pharmacy as a whole.

There are several important issues related to pharmacy service delivery in Council:

- In Council, ACHC has remodeled a space in the clinic to house the telepharmacy.
- The development of rural telepharmacy services eliminates the need for patients from Council to travel 104+ miles round trip to fill prescriptions in Weiser or beyond;
- The loss of pharmacy access in this area would have significant consequences to potential 340b revenue streams that help fund the clinic Council. This revenue, enhances the economic viability of healthcare services in these communities;
- Other rural Idaho communities that have lost their pharmacies have experienced significant decreases in quality of life, increases in health care costs, and loss of a community economic engine;
- The telepharmacy model retains the role of the pharmacist as the central provider of rural pharmacy services.

A NEED FOR TELEPHARMACY

The model for maintaining rural access to pharmacy services in Arco was carefully developed and implemented. This model addresses the geographic difficulties of delivering rural pharmacy services, ensures the role of the pharmacist, is financially viable, and provides a secure, legal, and safe remote dispensing option for rural Idaho.

Council, like Arco and Challis, is in a difficult position and desperately need the availability of pharmacy services. Both communities are severely limited in access to primary health care services as such, the counties are listed by the Health Resources and Services Administration (HRSA) as a Medically Underserved Areas (MUA) and a Health Professional Shortage Areas (HPSA).

Numerous citizens, businesses and patients will be adversely affected by the loss of pharmacy services in Adams County. Additionally, the 340B program has the potential to provide an infusion of needed funds to the health efforts in Council; all the clinic needs is a pharmacy partner.

Projected Financial Statement for Bengal Pharmacy without Council

Bengal Pharmacy - Pocatello, Arco, Challis	200 Rx/daily
Revenues	Year 1
Total Rx	52,000
Prescription Sales (\$45.39 per prescription)	2,360,280
Gross Operating Margin	2,360,280
Total COGS (\$33.49 per prescription)	1,741,480
Total Operating Income	618,800
Expenses:	
Pharmacist Salary FTE 1.50 @ \$105,000/yr	157,500
Pharmacist Technician Salary (6 @ \$14.00 per hour)	174,720
PR/Taxes/Benefits (20% of payroll)	66,444
Total P/R Expenses	398,664
Rent and Mortgages	23,199
Store Supplies/containers/labels (NCPA .004)	9,441
Advertising	6,000
Insurance (NCPA average)	2,500
Streeper Buy-out	36,637
Village Mart Buy-Out	7,250
Travel Costs	25,000
All other expenses Estimated at 2.0% of Gross Prod.	47,206
Total Other Operating Expenses	157,232
Total Expenses	555,896
Net profit/loss (before taxes, Depreciation, and Amortization)	62,904

Projected Financial Statement for Bengal Pharmacy with Council

	200*
Bengal Pharmacy - Pocatello, Arco, Challis, and Council	260*Rx/daily
Revenues	Year 1
Total Rx	52,000
Prescription Sales (\$45.39 per prescription)	2,360,280
Gross Operating Margin	2,360,280
Total COGS (\$33.49 per prescription)	1,741,480
Total Operating Income	618,800
Council Personnel Contribution**	194,895
Operating Income with Council	813,695
Expenses:	
Pharmacist Salary FTE 2.2 \$105,000/yr	231,000
Pharmacist Technician Salary 7.5 (\$14.00 per hour)	218,400
PR/Taxes/Benefits (20% of payroll)	89,880
Total P/R Expenses	539,280
Rent and Mortgages	23,199
Store Supplies/containers/labels (NCPA .004)	9,441
Advertising	6,000
Insurance (NCPA average)	2,500
Streeper Buy-out	36,637
Village Mart Buy-Out	7,250
Travel Costs	25,000
All other expenses Estimated at 2.5% of Gross Prod.	59,007
Total Other Operating Expenses	169,034
Total Expenses	708,314
Net profit/loss (before taxes, Depreciation, and Amortization)	105,381

*Projections are for revenue from filling 200 Rx/day. However, Bengal Rx would fill a projected 260 Rx/day but does not capture Rx revenue from sales of the 60 Rxs filled in Council (this revenue stays with ACHC).

**Bengal receives additional revenue for the personnel providing service at the Council site.

The analysis suggests that adding Council to Bengal Pharmacy would have a synergistic effect. Much of the infrastructure to establish telepharmacies has been completed at the central hub site in Pocatello. There are economies of scale with the addition of the management contract at the Council site making the arrangement favorable.

SUMMARY

Over the past several years, rural communities have been losing vital access to health care, due in part to the disappearance of local community retail pharmacies. Rural pharmacies have become increasingly difficult to sustain economically. Older pharmacists who have lived and worked in these communities for years are retiring and may not be able to find suitable replacements. Mail-order pharmacies have become commonplace and are typically the solution to fill the gap that occurs when a community loses its pharmacy. However, this option has

significant disadvantages, including failure to provide the essential face-to-face interaction with a pharmacist.

An established telepharmacy allows for appropriately regulated remote dispensing services and will provide the equal protection of public health, safety, and welfare for the citizens of Adams County. In addition, Bengal Pharmacy and Idaho State University will use the telepharmacy service as a laboratory to develop evidence-based standards that can be utilized in furthering our understanding of best practices to reach and aid underserved areas of Idaho and beyond.

Innovative, financially viable solutions are needed that provide equal protection of public health, safety, and welfare. The projected financial figures for Council expansion would suggest that the incorporation this new site into Bengal Pharmacy would create a synergistic effect and improve the overall profitability of the operation. We respectfully request your approval of the Council telepharmacy as we work towards finding solutions to provide necessary pharmacy services to thousands of Idahoans in these underserved areas.

Appendix:



Image 1 – Adams County Health Center, October 2015



Image 2 – Pharmacy remodel in progress at Adams County Health Center, October 2015



Image 3 – Pharmacy remodel in progress at Adams County Health Center, October 2015

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	MEMORANDA OF UNDERSTANDING WITH SOUTH DAKOTA STATE UNIVERSITY AND BRIGHAM YOUNG UNIVERSITY IDAHO	Information Item
2	UNIVERSITY OF UTAH SCHOOL OF MEDICINE ANNUAL REPORT	Information Item
3	PARTIAL WAIVER OF BOARD POLICY III.P.16. STUDENTS – STUDENT HEALTH INSURANCE	Motion to Approve

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 10, 2015**

IDAHO STATE UNIVERSITY

SUBJECT

Memoranda of Understanding with South Dakota State University and Brigham Young University Idaho

BACKGROUND/DISCUSSION

Idaho State University (ISU) will be entering into agreements with South Dakota State University (SDSU) and Brigham Young University Idaho (BYUI). These agreements will promote greater educational and career opportunities for students and will develop further collaboration between ISU and the two universities.

The agreement between ISU and SDSU will support dual academic programs in an effort to better serve students desiring fundamental knowledge in physics as well as pursuing careers in nuclear engineering. This agreement would allow students to earn a Bachelor of Science (BS) degree in Physics from SDSU and a Master of Science (MS) degree in Nuclear Science and Engineering from ISU in five years.

Under the provisions of this agreement, students will matriculate at SDSU for a minimum 100 semester credits of course work leading toward the BS in Physics. The student then matriculates to ISU for a minimum of 44 semester credits of course work leading toward the MS in Nuclear Science and Engineering. While enrolled at SDSU or ISU, students will complete all required course work as outlined in the agreement. Upon completion of the first year of studies at ISU a minimum of 20 ISU semester credits must be transferred toward completion of the BS in Physics at SDSU. In order to be eligible for this program, students must provide all necessary application materials required by ISU no later than May 15th of the year they plan to matriculate to ISU. The SDSU Department of Physics will provide necessary assistance and documentation that is required by the ISU Department of Nuclear Engineering and Health Physics for admission and degree accreditation requirements. Students will be required to pay the appropriate tuition and fees to each institution for all course work taken at that institution.

The agreement between ISU and BYUI would allow students to complete ISU Master's degree programs in an accelerated manner, resulting in the potential for students to earn both a Master's degree from ISU and a Bachelor's degree from BYUI in five years. There are two possible arrangements for five-year Bachelor-Master degrees; those are 3 + 2 and 4 + 1 programs. In the 3 + 2 arrangement, the student is enrolled at BYUI for the first three years and ISU for the final two years resulting in a Bachelor's degree from BYUI and a Master's degree from ISU. In the 4 + 1 arrangement the student is enrolled at BYUI for four years with the option to take graduate classes from ISU during their senior year and then is

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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admitted to graduate school at ISU in their fifth year resulting in a Bachelor's degree from BYU and a Master's degree from ISU.

Currently, degree plans have been developed in collaboration between the respective departments at both institutions in the Colleges of Arts and Letters, Business, and Science and Engineering. The specific programs that are planned for catalog listings in 2016 with enrollment beginning in 2017 are: MA's in English, Historical Resource Management, Political Science, Sociology, and Theater, a MS in Nuclear Science and Engineering, a Master's of Business Administration, and a Master's of Accountancy. The intention of the MOU is to provide an umbrella under which other existing Master's degree programs may be developed. The impetus for these streamlined degree options is to allow qualified students to capitalize on the significant savings resulting from obtaining a Bachelor's and Master's degree in five years, as compared to the traditional six years needed to obtain the degrees. ISU students will also have the five-year Bachelor-Master programs options available to them.

IMPACT

The agreement between ISU and SDSU supports alignment with ISU's Core Theme: Access and Opportunity, with the potential to increase the number of students who earn graduate degrees in Nuclear Engineering. As stated in the Agreement, there is no fiscal impact to ISU for this partnership; however, it is expected that ISU will receive increased tuition revenue through increased enrollment as a result of the cooperation between ISU and SDSU.

The agreement between ISU and BYU also supports alignment with our Core Theme: Access and Opportunity, and addresses the needs of graduate degree options for students in our service region. As stated in the MOU there will be no financial resources required by ISU for this partnership; however, it is expected that ISU will receive increased tuition revenue through increased enrollment as a result of the cooperation between ISU and BYU.

ATTACHMENTS

Attachment 1 – SDSU MOU
Attachment 2 – BYU MOU

Page 5
Page 13

STAFF COMMENTS AND RECOMMENDATIONS

The collaborative partnership with South Dakota State University will enhance STEM training for students and provide them with an opportunity to complete a baccalaureate and Master's degree within a five-year period. Both parties are currently working on technical details of this partnership and minor edits may be necessary in the final written agreement. ISU and SDSU anticipate having students start in Fall 2016.

The partnership with Brigham Young University Idaho will promote accelerated educational opportunities for BYU undergraduate students and give them access

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to ISU graduate programs otherwise not offered at BYU. Both institutions anticipate having students also start in Fall 2016.

The partnerships involve academic programs for which ISU currently does not have a statewide or service region program responsibility for offering. As such, they do not fall within the approval requirements of Board Policy III.Z. and do not require Board approval.

The collaborative partnerships with SDSU and BYU were shared with the Instruction, Research, and Student Affairs (IRSA) committee at their November 19, 2015 meeting. IRSA recommended that these partnerships be shared with the entire Board.

BOARD ACTION

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

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Memorandum of Understanding
For An Articulated Physics/Nuclear Engineering Dual Program Between
South Dakota State University And Idaho State University

I. INTRODUCTION

Based upon a mutual respect for the integrity of dual academic programs and in an effort to better serve students desiring fundamental knowledge in physics as well as pursuing careers in Nuclear Engineering; South Dakota State University (SDSU) and Idaho State University (ISU) hereby enter into an agreement for an articulated Dual program that upon a student's successful completion in its entirety will result in a BS in Physics from SDSU and a MS in Nuclear Science and Engineering from ISU. Efficient completion of the program by students will encompass 3 years of attendance at SDSU followed by 2 years of attendance at ISU.

Objectives of the Agreement:

1. To attract qualified students to South Dakota State University and to Idaho State University for the purpose of providing enhanced STEM training in furtherance of student goals and for the purpose developing the national workforce of qualified Nuclear Engineers and Nuclear Scientists which will benefit the nation and the sovereign states of Idaho and South Dakota.
2. To facilitate the transition of students from SDSU to ISU.
3. To provide specific advisement for students of SDSU who intend to pursue the study of Nuclear Science and Engineering at ISU.
4. To encourage academic and administrative coordination between institutions, and the exchange of evaluative information on the outcomes of the program with the goal of continual improvement.
5. To provide qualified students the opportunity to complete the BS degree in Physics from SDSU and to complete the MS in Nuclear Science and Engineering in a total of five years (three at SDSU, two at ISU).

II. PROCEDURES

1. Under the provisions of this agreement, students will matriculate at SDSU for a minimum 100 semester credits of course work leading toward the BS in Physics – Elective Group 3 (Flexible Emphasis). The student then matriculates to ISU for a minimum of 44 semester credits of course work leading toward the MS in Nuclear Science and Engineering. See Attachments I, II, and III for a detailed listing.
2. While enrolled at SDSU or ISU, students will complete all required course work as outlined in article (1) above and described in the pertinent sections SDSU and ISU catalogs excepting requirements stipulated in article (9).
3. Upon completion of the first year of studies at ISU a minimum of 20 ISU semester credits must be transferred toward completion of the B.S. in Physics at SDSU. An official transcript must be sent from ISU to the registrar of SDSU, and the student must request and submit application materials for graduation from SDSU. The courses that can serve as transferred credits from ISU are indicated in Attachment III.
4. Idaho State University shall accept, for fall semester admission, at least one student in the program who has successfully completed the course work and any pertinent stipulations outlined in articles (1) and (9) with a cumulative GPA of 3.0 or higher and meets all other criteria for admission. If more than one student in the program meets these criteria and if ISU desires to admit fewer than the totality of qualified candidates; ISU may choose which students to admit based upon appropriate academic criteria of their own choosing. Such decisions would ideally be made in consultation with the SDSU Coordinator of Nuclear Education.
5. The SDSU Coordinator of Nuclear Education may recommend students with GPAs between 2.6 and 3.0 for admission to ISU. ISU is under no obligation to admit such students.
6. In order to be eligible for this program, students must provide all necessary application materials required by ISU no later than May 15th of the year they plan to matriculate to ISU.
7. The SDSU Department of Physics will provide necessary assistance and documentation that is required by the ISU Department of Nuclear Engineering and Health Physics for admission and degree accreditation requirements.
8. Students shall pay the appropriate tuition and fees to each institution for all course work taken at that institution. During their first year of study at ISU, students shall register for SDSU EXCH 578; a 0 credit tracking course that will maintain their registration at SDSU and facilitate the transfer of ISU credits to SDSU.
9. Stipulations:
 - a. All South Dakota Board of Regents System Graduation Requirements and SDSU Institutional Graduation requirements as outline by the SDSU Matriculation Year catalog will be satisfied by the student either through coursework completed at SDSU, including transferred credits, or through transferred credits from ISU with the following clarifications/stipulations for students enrolled in this dual program:

- i. The required SDSU passing score on the Collegiate Assessment of Academic Proficiency exam or its SDSU approved alternative shall be achieved by the students prior to matriculation to ISU.
 - ii. Upper division and/or graduate transferred credits from ISU will be viewed by SDSU as satisfying the “15 of the last 30 credits” institution requirement. These courses are considered as having “institutional credit” in a similar manner to how courses are treated in collaborative agreements between South Dakota Board of Regents’ Institutions.
 - iii. Students in this program will be exempted from the requirement that all 30 credits of the System General Education Requirements must be completed within the first 64 hours. They must be completed prior to matriculation to ISU.
- b. The BS in Physics at SDSU is conferred through the College of Arts and Sciences. The nature of this dual degree program is multidisciplinary and integrative; the College of Arts and Sciences (CAS) at SDSU will consider the transferred credits from ISU as equivalent to a Minor and therefore as satisfying the graduation requirement of a Minor which is necessary for degree completion of the BS in Physics at SDSU.
- c. *During the first year at ISU, semesters I and II at ISU, students in this program will be considered as undergraduates at ISU with permission to take graduate level (5000 and 6000) courses. During the second year at ISU, semesters III and IV, students in this program will have graduate status at ISU upon conferral of the BS in Physics at SDSU.*

III. MUTUAL PROMOTION OF THE PROGRAM

South Dakota State University and Idaho State University both agree to encourage qualified students to participate in this dual degree program through advisement and dissemination of information. The Coordinator of Nuclear Education at SDSU will make every effort to maintain a list of students actively pursuing the program with the intent to enroll at ISU and will periodically inform appropriate liaison within the Department of Nuclear Engineering and Health Physics at ISU who will facilitate necessary communication with the ISU admissions office.

IV. STUDENT ADVISEMENT

The Coordinator of Nuclear Education at SDSU will be responsible for advising students regarding their academic preparation for admission to ISU while in attendance at SDSU. The Coordinator will provide liaison between the Department of Physics at SDSU and a similarly designated faculty member liaison in the Department of Nuclear Engineering and Health Physics at ISU. This advisement and liaison shall include attention to the special requirements and needs of the MS in Nuclear Science and Engineering at ISU.

V. CONTINUATION AND TERMINATION OF THE AGREEMENT

This agreement shall be in force until either institution makes a decision in writing to terminate the agreement. It is agreed that if terminated, both institutions will honor the terms of the agreement until all students already admitted are given the opportunity to complete the program in a timely manner. Termination becomes effective on the first day of July following the written notice of termination; this will enable any qualified SDSU student who completes the SDSU portion of the requirements of this agreement prior to the effective date of termination, July 1, to be admitted into the ISU program in the fall semester immediately following the effective termination date.

VI. PROGRAM CHANGES

As program graduation requirements change at either institution, this agreement will be updated by communicating the changes in the form of revision of the attachments to this agreement and will not, in and of itself, require revision of the agreement. The communication of curricular changes will occur in a timely fashion to enable either institution a chance to review the changes and decide if they are significant enough to warrant revising or terminating the agreement.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 10, 2015

Attachment I: General Education Requirements* completed at SDSU prior to the MS in Nuclear Science and Engineering at ISU.

SGR #1: Written Communication

ENGL 101 – Composition I 3 credits

ENGL 201 OR 277 – Composition II OR Technical Writing 3 credits

SGR #2: Oral Communication

SPCM 101 – Fundamentals of Speech 3 credits

SGR #3: Social Sciences / Diversity

6 credits

(6 hours in 2 disciplines)

SGR #4: Humanities and Arts / Diversity

6 credits

(6 hours in 2 disciplines OR a foreign language sequence)

SGR #5: Mathematics

MATH 123 – Calculus I 4 credits

SGR #6: Natural Sciences

PHYS 211 and 211L – University Physics I and Laboratory 4 credits

PHYS 213 and 213L – University Physics II and Laboratory 4 credits

IGR #1: First Year Seminar

UC 109 – First Year Seminar 2 credits

IGR #2: Cultural Awareness and Social and Environmental Responsibility

3 credits

Total

38 credits

*Consult the SDSU Undergraduate Catalog for all courses that satisfy SGR or IGR requirements. Students in this program are exempted from the requirement that all System General Education Requirements must be completed within the first 64 hours.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment II: Requirements for the BS in Physics at SDSU completed prior to the MS in Nuclear Science and Engineering at ISU.

General Education Requirements (See Attachment I) 38 credits

Major Requirements (46 credit hours)

CHEM 112 and 112L – General Chemistry I and Laboratory	4 credits
CHEM 114 and 114L – General Chemistry II and Laboratory	4 credits
MATH 125 – Calculus II	4 credits
MATH 225 – Calculus III	4 credits
MATH 321 – Differential Equations	3 credits
CSC 150 – Computer Science I	3 credits
PHYS 316 and 316L – Measurement Theory and Experiment Design and Laboratory	2 credits
PHYS 318 – Advanced Laboratory I	1 credit
PHYS 331 – Introduction to Modern Physics	3 credits
PHYS 421 – Electromagnetism	4 credits
PHYS 451 – Classical Mechanics	4 credits
PHYS 490 – Seminar (Capstone)	2 credits
EE 220 and 220L – Circuits I and Laboratory	4 credits
ME 311 – Thermodynamics ¹	3 credits

Electives (36 credit hours):

Technical Electives (7 credit hours)

NE 435 – Introduction to Nuclear Engineering	3 credits
PHYS 418 – Advanced Laboratory II	1 credit
PHYS 471 – Quantum Mechanics	4 credits

Free Electives (9 credit hours)

EM 331 – Fluid Mechanics	3 credits
ME 415 – Heat Transfer	3 credits
Elective	3 credits

Directed Electives (20 credit hours)

EXCH XXX – Zero-credit tracking course	0 credits
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Coursework transferred to SDSU from Idaho State University 20 credits

Total ----- 120 credits

¹ ME 311 (3c) and 1 credit of ME 415 will substitute for the SDSU PHYS341/343 (4c) requirement of the BS in Physics at SDSU

Attachment III: Plan of Study for the MS in Nuclear Science and Engineering at Idaho State University under this agreement.

At ISU, During Year 1 (Semesters 1 and 2), the 3-2 student will be considered an undergraduate with permission to take graduate level (5000 and 6000) courses. Undergraduates must maintain a minimum 12-credit load to be considered full time. Any of the listed semester 1 and semester 2 coursework may be transferred to South Dakota State University in order to complete the BS in Physics at SDSU.

Required courses for 3-2 BS/MS program²:

Semester 1 (Fall)

MATH 2240 – Linear Algebra	3 credits*
CE 3361 - Engineering Economics and Management	3 credits*
NSEN 6684 – Nuclear Engineering Basics I (F)	3 credits**
MATH 5521 – Advanced Engineering Math I (F)	3 credits
NE 5551 – Seminar (F/S)	1 credit**
	13 credits total

Semester 2 (Spring)

NSEN 6685 – Nuclear Engineering Basics II (S)	3 credits**
HPHY 5516 – Radiation Detection and Measurement (S)	3 credits**
MATH 5522 – Advanced Engineering Math II (S)	3 credits
NE 5519 – Energy Systems and Nuclear Power (S)	3 credits**
NE 5551 – Seminar (F/S)	1 credit**
	13 credits total

During Year 2 (Semesters 3 and 4) the 3-2 student will be considered a graduate student and therefore must maintain a minimum 9-credit load of 5000 and 6000 level courses to be considered full time.

Semester 3 (Fall)

NE 5546 – Reactor Physics	3 credits**
NSEN 6601 – Nuclear Engineering Experiments (F)	3 credits**
Course choice from optional list or 3 research credits (ENGR 6650)	3 credits
	9 credits total

² It is expected that students will work on their research during the summer between Years 1 and 2 and, if necessary for completion, the summer after Year 2.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Semester 4 (Spring)

NE 5546 – Nuclear Fuel Cycle (S)	3 credits**
ENGR 6650 – Thesis Research (F/S/Su)	3 credits**
Course choice from optional list or add 3 research credits (ENGR 6650)	3 credits
	9 credits total

Summer Semester

ENGR 6650 – Thesis Research (F/S/Su)	at least 1 credit**
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Total credits = at least 44

* These courses will not count toward the MS degree but will be transferrable to SDSU.

**These courses are required for MS NSEN students with undergraduate degree not in nuclear engineering. A total of 6 research credits are required; however, more may be taken to meet the requirements for full time credit load and for continuous enrollment (including summer semesters) until completion of thesis.

All required 3-credit and lab courses are offered once a year, in the semesters indicated in parentheses (F=Fall, S=Spring).

Optional courses (not necessarily offered every year)

NE 5558- Monte Carlo Methods	3 credits
NE 5578 – Reliability and Risk Assessment	3 credits
NE 5588 - Nonproliferation and Nuclear Safeguards	3 credits
NE 5599 - Methods and Practice in Criticality Safety	3 credits
NE 5599 – Introduction to Nuclear Security	3 credits
NE 5599 – Introduction to Plasma Physics	3 credits
NSEN 6603 – Thermal Hydraulics	3 credits
NSEN 6604 – Dynamic Behavior of Nuclear Systems	3 credits
NSEN 6608 – Radiation Transport	3 credits
NSEN 6618 – Radioactive Waste Management	3 credits
NSEN 6631 – Advanced Reactor Physics	3 credits

INSTRUCTION, RESEARCH, AND STUDENT AFFIARS
DECEMBER 10, 2015

MEMORANDUM OF UNDERSTANDING
BETWEEN
BRIGHAM YOUNG UNIVERSITY-IDAHO (BYUI)
AND
IDAHO STATE UNIVERSITY (ISU)

PURPOSE: In order to promote greater educational and career opportunities for students and to develop further collaboration between the two universities, ISU and BYUI agree to cooperate in promoting expedited opportunities for BYUI undergraduate students to gain early admission to graduate programs at ISU. This MOU is comprehensive for all of ISU allowing for collaborative programs from all of the universities colleges and divisions to be developed under this agreement. There are two possible arrangements for five-year Bachelor-Master degrees; those are 3 + 2 and 4 + 1 programs, both of which are covered in this MOU. In the 3 + 2 arrangement, the students is enrolled at BYUI for the first three years and ISU for the final two years resulting in a Bachelor's degree from BYUI and a Master's degree from ISU. In the 4 + 1 arrangement the student is enrolled at BYUI for four years with the option to take graduate classes from ISU during their senior year and then is admitted to graduate school at ISU in their fifth year resulting in a Bachelor's degree from BYUI and a Master's degree from ISU.

Representatives from both schools agree to maintain communication with each other to provide consistent information to students interested in these programs and to remain abreast of any needed changes to this agreement. No capital or financial resources are expected to be exchanged or shared as part of this program.

Both schools will make an effort to clearly promote programs to students on websites, in catalogs, or on brochures. All and decisions on accepting students for admission to the graduate program rests with the Graduate School and relevant academic departments at ISU. ISU will, at all times, maintain complete control over all admission decisions.

FEES: Students are responsible for all course and program fees. Revenues from those fees remain with the university that assessed them.

Laura Woodworth-Ney, Ph.D., Provost and Academic Vice President
Idaho State University

Date

Henry Eyring, Ph.D., Academic Vice President
Brigham Young University Idaho

Date

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 10, 2015**

SUBJECT

University of Utah, School of Medicine Annual Report

REFERENCE

June 2008 The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.

December 2013 The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3720

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education has held an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. This cooperative agreement provides opportunities for eight Idaho students annually to attend medical school through a cooperative agreement. A total of 32 Idaho students can be enrolled in this four-year program.

As part of this agreement, UUSOM provides the Board an annual report which includes information regarding the established tuition and fees for Utah residents for the upcoming academic year, the names of students accepted for the upcoming school year, and a summary of the academic progress of continuing students enrolled.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine
Annual Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's contract with UUSOM, the Board receives an annual report which includes program information including curriculum, clerkships, budget, and names and home towns of first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2016-2017 academic year.

BOARD ACTION

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

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University of Utah, School of Medicine

Idaho State Board of Education Annual Report

2015

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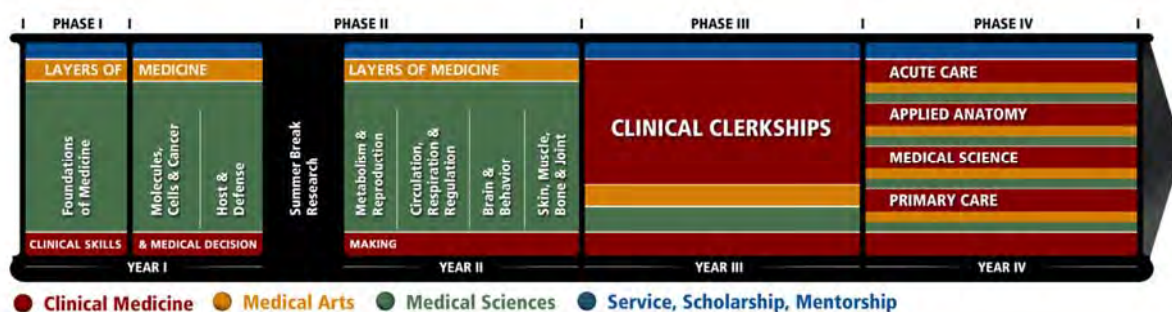
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Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

Overview of the Four Year Curriculum



Year 1

Phase 1: Foundations of Medicine

This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and Phase 2 units. Each week of Phase 1 will have a predominant theme. Anatomy (embryonic, microscopic and gross, including cadaver dissection), physiology, genetics, pharmacology, data analysis, metabolism and nutrition will be taught in relation to the weekly themes. Students will engage in professional development through self-exploration and self-assessment activities across Phase 1 as they examine the different psycho-social and technical dimensions of patient care.

Clinical Experience: CMC I

The 4-year Clinical Method Curriculum (CMC) partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. Each student is assigned to a learning community with approximately 10 students and 1-2 core faculty members. Students will work within their learning communities throughout their medical school career to ensure they possess the core foundational clinical method knowledge, skills, attitudes and behaviors necessary to provide optimal patient care in a dynamic healthcare environment. Instructional methods include didactic presentation, small group discussion, simulation, authentic clinical experiences, and mentoring.

Phase 2: (2.1) Molecules, Cells and Cancer:

This 8-week unit integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology. It includes a strong component of translational research as we explore how

we know what we know about the molecular basis of cancer and other genetic diseases. Students begin their longitudinal clinical experience at the start of this unit. The clinical skills taught include breast, pelvic and male genital exams. Students also begin the Subspecialty Clinical Experience, where they spend one afternoon per month in a specialty clinic related to topics being learned in the classroom

Phase 2: (2.2) Host and Defense:

This 9-week unit introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy. Instruction centers on common clinical presentations, beginning with fever and then moving through major body systems while addressing increasingly complicated diseases, from sore throat to AIDS.

Clinical Experience: CMC II

CMC II focuses on expanding history-taking skills, advanced physical examination in specific areas, professional communication skills, introduction of lab and imaging selection and interpretation, and beginning skills in diagnostic reasoning. This will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities are a component of CMC II and provide students with real patient interactions in which they will apply knowledge learned in all components of the medical school curriculum. These experiences will also introduce them to the clinical environment and help them understand how to integrate into the clinical team. Core Faculty and/or practicing clinician attendings will oversee the ELO activities.

Year 2

Phase 2: (2.3) Metabolism and Reproduction:

This 9-week unit runs from late July or early August. It begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients. The basic metabolism covered in phase 1 is reviewed and built upon as we focus on the liver. Obesity, metabolic syndrome and insulin resistance lead into endocrinology. From the sex hormones, we transition to reproduction. Clinical reasoning skills, with a particular focus on causes and treatment of abdominal pain, will be emphasized throughout the unit.

Phase 2: (2.4) Circulation, Respiration and Regulation:

This 11-week unit runs from October to mid-December. This unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the circulatory, respiratory, and renal organ systems.

Phase 2: (2.5) Brain and Behavior:

This 9-week unit begins early January through February of the second calendar year. The unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides the students with the conceptual framework necessary to recognize common neurological and mental health issues.

Phase 2: (2.6) Skin, Muscle, Bone and Joint:

Upon completion of this 6-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases, clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations. Students will be able to gather essential information from clinic patients presenting with

dermatologic and musculoskeletal complaints and produce accurate, clear and organized documentation of patient encounters in the form of SOAP notes and complete H&P's. This unit provides students with the knowledge and skills necessary to reason through case-based vignettes as seen in USMLE in order to prepare them for USMLE Step I licensing exam and Phases III and IV.

Layers of Medicine:

The Layers of Medicine course is a longitudinal, 2-year course in the pre-clerkship curriculum. The overarching goals of the Layers of Medicine course are to provide students with the knowledge, skills and attitudes necessary to: Provide compassionate care to a diverse patient population, understand the complexities of a changing health care system and how access to health care impacts patient outcomes, practice medicine informed by ethical principles, analyze the impact of social, economic, gender, and cultural factors on health care outcomes, develop a positive professional attitude, appreciate and manage the influence of personal values and attitudes on relationships with patients, and find and utilize resources and information required for optimal patient care.

Year 3

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

Clinical Experience: CMC V

The 4-year Clinical Method Curriculum partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. CMC V includes a transition to clerkship course aimed at preparing students for their clerkships. Additionally students will work with Core Faculty intermittently during the year to apply and further develop skills in clinical method with an intense focus on advanced communication skill development and developing tools for challenging clinical encounters to prepare students for the more autonomous role they will assume during their 4th year.

Family Medicine Clinical Clerkship

Six weeks with a community based faculty family medicine preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

Internal Medicine Clinical Clerkship

Eight week rotation that consists of inpatient responsibilities, ambulatory clinic, case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

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Neurology Clinical Clerkship

Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Medical Center, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

Obstetrics and Gynecology Clinical Clerkship

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship

Six weeks divided into two three-week blocks. Three weeks are spent on the inpatient wards at Primary Children's Medical Center (PCMC). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the University of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship

Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Medical Center, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/liaison service and one half day per week in the office of an outpatient therapist.

Surgery Clinical Clerkship

Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and VA Medical Center. Students spend six weeks on general surgery and two weeks in specialty areas.

Year 4

The University Of Utah School Of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship. (12 months): Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

Specialty specific mentors are designated for each specialty and are available to help with course scheduling and career mentoring.

All students graduating from the University of Utah School of Medicine must meet a core set of requirements for graduation as determined by the Curriculum Committee – such as completion of Phases I-III, a local Sub-Internship rotation during the fourth year, 32 weeks of total credits in the fourth year and a minimum number of ambulatory and clinical credits. Additionally all student must participate in two required courses in the fourth year – the Longitudinal Preparation for Internship (LPIC) course and the Transition to Internship Course (TIC). Each course has its own faculty Course Director who is responsible for the content of the LPIC and TIC.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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The LPIC is a longitudinal 2 credit course that runs July through March and meets for one afternoon every other week. Students are excused from their clinical duties to attend the LPIC. The curriculum emphasizes career mentoring, preparation for the Match, and the delivery of curriculum thread content. Students participating in away rotations or residency interviews are excused from the LPIC for that afternoon. Shared portions of the curriculum are delivered to the entire class.

The TIC is a 4 credit course that runs Monday through Friday for four weeks in April after the students have matched. The course is intended to be a capstone course for their medical school career. The curriculum emphasizes clinical reasoning skills, psychomotor task training, team communication, and the delivery of curriculum thread content needed for the student to be successful in their matched internship. Hands-on task trainers, high fidelity simulation models, inter-professional education, role playing, small group discussions and formal didactic lectures are used to deliver content. Similar to the LPIC, shared portions of the curriculum are delivered to the entire class and some portions are delivered to specialty specific groups.

[Clinical Experience: CMC VI](#)

The 4-year Clinical Method Curriculum partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. The fourth year of this curriculum is under development.

[Threads](#)

The medical arts curriculum is focused on the integration of 10 threads into the core curriculum. The threads are: interprofessional education, nutrition, women's and gender health, geriatrics, health care systems, public and global health, medical ethics and humanities, translational research, biomedical informatics, and cultural diversity.

Idaho Student Affairs Update

Introduction

Program Leadership

Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He attended medical school at the University of Utah School of Medicine until 2004, residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014.

Dr. Ilana Shumsky is a Board Certified Internal Medicine physician. She earned her M.D. degree from UCLA and completed her Internal Medicine Residency at the University of Utah. She was a member of the University of Utah faculty as Clerkship Director for Internal Medicine for three years before moving to Boise, Idaho. She currently is on staff at the Boise VAMC and has a clinical faculty appointment at the University of Washington. Additionally, she is the Director of Idaho Student Programs for the University of Utah. In this capacity, she coordinates the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho.

Admissions

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not

for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

We evaluate applications against minimum and average standards in 7 specific areas. Applicants must achieve at least the minimum level of performance in all 7 areas and be average or above in 5 out of the 7 areas in order to proceed in the admissions process. Successful applicants distinguish themselves with outstanding performance in one or more of these areas. The 8 areas are listed below.

Academic Requirements

Grade Point Average (GPA): The minimum acceptable GPA is 3.2. Applicants with a science, non-science or overall GPA below 3.2 will not be considered. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA.

To determine average criteria, the applicant's GPA is compared to the average GPA of students who have gone on to attend medical school from the institution granting the applicant's highest degree.

Medical College Admission Test (MCAT): All applicants are required to take the MCAT within 3 years of their application. Example: For applications for the class entering medical school in 2015, scores will be accepted from tests taken in 2014, 2013 and 2012. Tests taken after September will not be considered for the current application year.

The minimum acceptable score of the MCAT examination is 492. The average score for entering freshmen was 30 in each section (physical science, biological science and verbal reasoning). If the test is taken more than once within 3 years of application, the best score for each section will be considered.

Required Activities

Community/Volunteer Service: Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

- The minimum requirement is 36 hours completed in the last 4 years.

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- The average applicant devotes 100 hours during the 4 years prior to entering medical school.

Leadership: Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine.

Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring and mentoring will satisfy this requirement.

- The minimum leadership requirement is 1 leadership experience lasting 3 months during the 4 years prior to matriculation.
- The average applicant has 3 different leadership experiences each lasting 3 months during the 4 years prior to matriculation.

Research: Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site.

Research is the foundation of medical knowledge. We consider participation in research activities to be an important part of the preparation for medical school. Physicians depend on medical literature to remain current in their fields. Most physicians participate in research at some point in their careers. Research experience may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

Research performed as part of a class is not acceptable, unless the course was in independent research and the applicant completed independent, hypothesis-based research under the supervision of the professor. Research completed for a graduate thesis is acceptable. Applicants should be able to describe their project, the hypothesis investigated, and their role in the conduct of the research.

- The minimum requirement is 4 hours per week for 2 months or the equivalent of 32 hours.
- The average experience is 4 hours per week for 3 months or the equivalent of 48 hours.

Physician Shadowing: Physician shadowing is defined as the observation of a physician as s/he cares for and treats patients and carries out the other responsibilities of medical practice.

Applicants should spend enough time directly shadowing physicians to understand the challenges, demands and lifestyle of a medical doctor. Shadowing must be done with allopathic (M.D.) or osteopathic (D.O.) physicians in their practice in the United States. Time spent shadowing residents, physician assistants, podiatrists, veterinarians, nurses, EMT's, PhD's etc., will not be considered. It is our recommendation that applicants shadow several physicians in varied specialties.

- The minimum requirement is 8 hours shadowing a physician(s) through all the activities of an average day.
- The average applicant spends 24 hours with a physician(s).

Patient Exposure: Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care related environment, attending to their health maintenance/progression or end of life needs. It is important that the applicant be comfortable working with and around people who are ill.

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Direct patient exposure can be gained in a variety of ways. Patient contact must include patients other than family members and friends and does not include indirect patient care such as housekeeping (cleaning operating rooms or patient rooms) working at the hospital information desk, or working in a pharmacy.

- The minimum patient exposure requirement is 4 hours per week for a period of 2 months or the equivalent of 32 hours.
- The average applicant spends 4 hours per week in patient exposure for 3 months or the equivalent of 48 hours.

Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.

Admissions Report

Academic Year	Idaho Med Stud Applicant Pool	Selected for Interviews	Accepted for Admission	Sponsored Students	Non- Sponsored Students
2014-2015	100	45	12	8	0
2013 - 2014	115	51	11	8	0
2012 - 2013	104	50	16	8	0
2011 - 2012	89	40	14	8	0
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4
2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0
1998-1999	87	52	13	6	0



Hometowns

Freshmen

Last Name	First Name	City at Time of Application	State at Time of Application	Birth City	Birth State
Allen	Kara	Nampa	ID	Twin Falls	ID
Bengston	Erika	Boise	ID	Lewiston	ID
Indart	Caitlin	Caldwell	ID	Caldwell	ID
Pope	Michael	Idaho Falls	ID	Webster	TX
Rowberry	Tyson	Idaho Falls	ID	Idaho Falls	ID
Wiench	Cody	Moscow	ID	Spirit Lake	ID
Wright	Dannen	Boise	ID	Boise	ID
Wright	Shea	Boise	ID	Santa Rosa	CA

Rural Observational Experience

A four to eight week non-credit observational experience for students is offered between their first and second year of medical school. Students can shadow a rural doctor for up to 8 weeks. Students receive a stipend and travel expenses.

Students who have completed this optional experience in the past have noted the following benefits and recommendations:

I went into this experience hoping to gain some insight into the everyday life of an orthopedic surgeon and to learn how to be a better student during my clinical rotations. I was very pleased with my time that I spent working [my preceptor]. I think that he taught me valuable things about being a good student and also gave me an accurate representation of an orthopedist's life style. I also brushed up on some of my knowledge and clinical skills along the way.

--B. Denney, 2012

Of particular interest to me was [my preceptor's] work with the local refugee population. He was able to overcome language barriers with the use of telephone-interpreters to provide them the same quality care that he gives to the rest of his patients. This experience has contributed to my medial education by allowing me to develop my ability to conduct patient interviews and increase my physical examination skills. It was also inspiring to see the relationships that these doctors have developed with their patients over time. This has further increased my desire and motivation to practice in a rural setting.

--M. de la Presa, 2013

Most students in medical school have had brief shadowing experiences that consist of several days here and there. It was a great opportunity to see the daily rhythm of a private practice primary care facility because the time will come when I will have to consider the type of environment in which I would like to practice. This was a valuable opportunity to gain skills in clinical medicine, gain knowledge about longitudinal care and to gain experience in both a specific field and practice type that may be a career interest.

--G. Josten, 2014

UUSOM will continue to support students who wish to participate in this opportunity by educating them on this option, assisting them in finding a rewarding rural placement in a specialty they are interested in and providing access to a stipend to offset costs.

Idaho Rural Outreach Program (IROP)

Idaho has a notable demand for health care providers in its rural communities. The Idaho Rural Outreach Program (IROP) revolves around the concept of medical students inspiring the youth of rural Idaho to pursue a career in the medical field with the long-term goal being to alleviate the shortage of health care providers in Idaho. The goal is to have a significant impact on the youth in rural areas of Idaho that will motivate them towards a productive career in medicine. As 1st and 2nd year medical students we have a unique perspective with regards to the admissions process and what medical school is really like. Our experiences the last several years have been overwhelmingly positive. The educators we have worked with have expressed their gratitude and noted how beneficial the program has been to the students. They appreciate the opportunity it gave the students to gain exposure to a career in medicine and expressed how difficult it is to find such opportunities.

Since its creation in 2007, medical students taking part in IROP have traveled to high schools in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg. They present a PowerPoint that discusses the different career options in the health profession: medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They then split the classes up into small groups and taught students about the heart, using plastic models and elk/deer hearts as teaching aides. They also had kidneys, a liver and spleen which they incorporated into the teaching.

The following is one student's account of his experience:

I participated in an Idaho Rural Outreach Program (IROP) volunteering program at McCall-Donnelly High School over spring break last year. I was able to spend a little over half of the school day with three separate classes. For each class, I was able to give their cardiology lecture and then lead the class in a dissection of elk/deer hearts. Towards the end of each class period I took some time to discuss the path to medical school, how students can get the most out of their college experience, and how students can work towards developing effective study habits. I was very impressed with how interactive the students were and the level of questions that they asked throughout my time with them. I had already planned on going up to McCall to spend time with my family and I had a great time spending a day with the students at McCall-Donnelly High School. I would love to go back to work with the students again.

--Wylie Foss

Clinical Medical Education in Idaho

During an Idaho medical student's third year, two of the required rotations, the Family Medicine Clinical Clerkship and the Internal Medicine Clinical Clerkship, are completed in Idaho. While the Family Medicine Clinical Clerkship is six weeks with a community based family medicine preceptor, the Internal Medicine Clinical Clerkship is twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. It is during the second six-week rotation that the student travels to Idaho for two weeks to work in an ambulatory clinic.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.

5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Timeline

The clerkship is six weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the shelf and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

The preceptor must be board certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

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**Family Medicine Volunteer Clinical Faculty in Idaho
11-14**

Physician	Location	Phone
Thomas S. Call, DO	Bingham Memorial Hospital 98 Poplar MOB 1 st floor Blackfoot, ID 83221	208-782-3700
Julie Gunther, MD	St Luke's Family Medicine Park Center 701 East Parkcenter Blvd Boise, ID 83706	208-381-6500
Jason Ludwig, DO	Pioneer Family Medicine 13150 West Persimmon Lane Boise, ID 83713	208-938-3663
Michael Maier, MD	Saint Luke's Medical Center 3301 North Sawgrass Way Boise, ID 83704	208-376-9592
Waj E. Nasser, MD	St Luke's Capital City Family Medicine 1520 W State St Boise, ID 83702	208-947-7700
R. Bret Campbell, DO	1501 Hiland Ave. Suite A Burley, ID 83318	208-878-9432
Leanne L. LeBlanc, MD	610 North West 2nd Street Grangeville, ID 83530	208-983-5120
Richard F. Paris, MD	Hailey Medical Clinic 706 South Main Street Hailey, ID 83333	208-788-3434
Terrance A Riske, MD	Hayden Lake Family Physicians 8181 Cornerstone Drive Hayden Lake, ID 83835	208-772-0785
Barry F. Bennett, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133
David A. Hall, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street Box 1047 McCall, ID 83638	208-634-6443
Dan Ostermiller, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street, Box 1047 McCall, ID 83638	208-634-6443
William Crump, MD	St Lukes Family Health 3090 Gentry Way Ste 200 Meridian, ID 83642	208-887-6813
Andrew Holtz, DO	Praxis Medical Group 3080 East Gentry Way Ste 200 Meridian, ID 83642	208-884-3770
Peter Crane, MD	Bear Lake Family Care & OBGYN 465 Washington Street Montpelier, ID 83254	208-847-4495
Michael Packer	Rexburg Family Medicine Center 37 South 2nd East Rexburg, ID 83440	208- 356-0234

Internal Medicine Clinical Clerkship

The third year internal medicine curriculum requires a two week ambulatory care rotation in internal medicine for all students. Since 2007, the contract requires part of this rotation to be done in Idaho. These rotations are currently 2weeks in duration in the state of Idaho and are scheduled for the second half of the third year so that students going have had at least six months of patient contact.

Internal Medicine Volunteer Clinical Faculty in Idaho 11-14

Physician	Office Address	Phone
Sky Blue	125 South Idaho, Suite 203 Boise, ID 83712	(208) 338-0148
Julie Foote	900 North Liberty, Suite 201 Boise, ID 83704	(208) 367-6740
Christopher Goulet	6259 W Emerald Boise, ID 83704	(208) 489-1900
Nicholas Hunt	5610 West Gage, Suite A Boise, ID 83706	(208) 367-3370
Ilana "Lonnie" Shumsky	VA Medical Center 500 West Fort Street Boise, ID 83702	(208) 422-1000
Emily Petersen	700 Ironwood, Suite 334 Coeur d' Alene, ID 83814	(208) 666-9541
Alan Avondet	2001 S. Woodruff Avenue, Suite 15 Idaho Falls, ID 83404 -6372	(208) 522-7310
Scott Taylor	Medical Office Building 3200 Channing Way Idaho Falls, ID 83404	(208) 535-4300
James Gallafent	St. Luke's Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 796-5100
Michael Hedemark	St. Luke's Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 706-5100
Anne Poinier	St. Luke's Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 706-5100
Sherwin D'Souza	Diabetes & Internal Medicine Associates 2302 E Terry Street, Suite A Pocatello, ID 83204	(208) 235-5910
Steven Lofgran	37 South 2 nd East, Suite 301 Rexburg, ID 83440	(208) 356-0234
Dan Fairman	Wood River Internal Medicine 100 Hospital Drive, Suite 201 Ketchum, ID 83340	(208) 727-8888

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Brian Berk	St. Luke's Magic Valley Med Center 801 Pole Line Road W Twin Falls, ID 83301	(208) 814-1000
Matthew Dopp	2550 Addison Ave Twin Falls, ID 83301	(208) 814-7780



Financial Report 2014-2015

The Idaho State Board of Education subsidizes eight seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2013-2014, Idaho students paid \$33,836.66, with student fees of \$952.10, for a total of \$34,788.76. Idaho students also paid a surcharge of \$1668, which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid \$40,800/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

Direct student support:

Administrator Travel	\$2,077.27
Student Rotation Expenses*	
First-Year Job Shadowing Stipend	\$ 1924.79
Third/Fourth-Year Rotation Expenses	\$ 8,535.82
Idaho Rural Outreach Program	\$ 530.65
Idaho Medical Association U of U Student Rep Expenses	\$952.62
Boise Physician Support Salary	\$12,772.00
Administrative Support Salary	\$57,394.95

Total

\$82,263.39

The remainder of the funds was used for educational advancement of Idaho Medical Students.

*** Covered expenses for rotations:**

First-Year Job Shadowing Stipend: \$1100/4 week block

Mileage: One round trip between SLC and rotation site (\$0.575/mile) and mileage if distance between housing and rotation sites is ≥ 15 miles (\$0.575/mile)

Housing: If renting apt/motel \leq \$125 per week or if staying with family or friends a nice dinner/gift basket as a thank you \leq \$75

Preceptor: nice dinner/gift basket as a thank you \leq \$75

(Physicians that mentor students in Idaho do so as volunteers. We have been impressed with the willingness of physicians to volunteer to teach medical students and have appreciated the time and effort that it takes for these physicians to give students an opportunity for an Idaho experience. These physicians are required to be credentialed as volunteer faculty at the University of Utah in order to teach in the 3rd year clerkship rotations.)

School of Medicine Graduate Report

Following is the medical student graduate report of Idaho sponsored and non-sponsored from the Office of Student Affairs:

Academic Year	Sponsored	Non-sponsored
2014-2015	8	0
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1
2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

As of November 2014, the Alumni Office reported the following estimated numbers for graduates practicing medicine in Idaho:

Idaho Sponsored Students, 1977-2015:	249
Medical School Graduates practicing in Idaho	<i>218*</i>
Resident Graduates practicing in Idaho	<i>62*</i>
Total	280

* These numbers were generated by the University of Utah Alumni Office. They reflect U of U graduates who are currently living in Idaho. It includes only those who graduated after 1969, based on the assumption that those who graduated prior would likely be retired. If a U of U resident was also a U of U graduate, they were only counted once.

Please note that attempts were made to find sources for more accurate information through the Idaho Medical Association and the Idaho Board of Medicine. However, at this time this data is not being tracked.

Following is the resident graduate report from the Office of Graduate Medical Education of those who chose to practice medicine in Idaho:

Academic Year	Number of Graduates	Specialty	
2014 - 2015	6 : 289	1 - Family Medicine - OB 1 - Sports Medicine 2 - Internal Medicine	1 - Interventional Cardiology Fellowship 1 – Nephrology Fellowship
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Plastic Surgery 1 - Vascular Surgery	2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine	1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R

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Academic Year	Number of Graduates	Specialty	
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics	3 – Internal Medicine 1 – Emergency Medicine 1 - Dermatology
2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine	1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology
2009 – 2010	7 : 266	1 – Medicine – Psychiatry 3 –Family Medicine 3 – Internal Medicine	1 – Pediatrics 1 – Emergency Medicine
2008 – 2009	7 : 287	1 – Anesthesiology 3 – Internal Medicine 1 – Family Medicine	1 – Pediatrics 1 – General Surgery
2007 – 2008	7 : 265	4 – Family Medicine 1 – Internal Medicine 2 - Anesthesiology	
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hemy/Onc	
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Dental 1 – Pulmonary	1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology
2004 - 2005	7: 222	1 – Internal Medicine 1 – Anesthesiology 2 – Dental	1 – Cardiology 1 – Gastroenterology 1 – Physical Medicine

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Board Policy III.P. Students – Student Health Insurance – Waiver Request

REFERENCE

April 2012	State Board of Education (Board) consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.
April 2013	Board consideration of SHIP policy one-year waiver for Lewis-Clark State College only with respect to mandatory student health insurance coverage. Returned to committee for further consideration.
December 2013	Board returned SHIP policy to committee for further consideration.
January 2015	Board approved first reading of proposed changes to Board Policy III.P.16 student health insurance.
February 2015	Board approved second reading of III.P.16.
August 2015	Board approved the first reading of proposed changes to Board Policy III.P.16.
October 2015	Board approved second reading of proposed changes to Board Policy III.P.16

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND / DISCUSSION

In October 2015, the Board approved an amendment to the Board's policy on student health insurance. Among the changes to the policy was the addition of a definition of "Affordable Care Act (ACA) compliant" plans (which cited a list of ten minimum coverage "essential health benefits" areas drawn from the federal ACA website). The revised policy also included a "temporary insurance coverage" provision which permitted full-time students with non-ACA compliant insurance policies to register for their first semester, after signing affidavits that they would obtain ACA-compliant insurance by the end of the first available health insurance exchange open enrollment period.

Two significant issues have emerged since the revised policy went into effect during the 2015 fall semester. First, the institutions and Board staff discovered that the definition of ACA-compliant insurance plans provided in the revised Board policy is technically inaccurate, and does not reflect the actual provisions of the ACA. The ten "essential health benefits" described are applicable for most individual plans, but may not apply to ACA-compliant group plans. Second, many students with limited financial means have fallen into the "coverage gap"—their income is too high to qualify for Medicaid as currently configured in Idaho, but too low to qualify for federal subsidies (which were established under the assumption that all states would have expanded Medicaid coverage). Students and their

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families are also facing steep increases in prices for policies offered on the state exchange, with average prices for a minimal coverage “bronze” plan exceeding \$200 per month. It is estimated that there are at least 70,000 limited-income individuals who fall in the coverage gap in Idaho.

We are also receiving requests for relief from low income students whose annual incomes in relationship to federal poverty levels are so low that it is recognized that they could not afford insurance plans offered on individual exchanges, and they have been exempted under ACA from having to acquire insurance. Some of these students have established arrangements through clinics and other charitable organizations to provide for medical care while attending college on extremely tight budgets. These students are in full compliance with the ACA, but the current Board policy prohibits them from attending one of the four year institutions on a full-time basis beyond their first semester.

Administrators at the four year institutions and Board staff members have been besieged by students and families who, under the current wording of the Board’s policy, may not be able to continue with their planned studies. Hundreds of students are affected by the scenarios described above.

After consultations with experts in the field and with the staff at the institutions, Board staff is proposing that the provisions of two paragraphs within Board policy III.P.16 be waived immediately to permit students affected by the technical errors and gaps described above to continue to enroll full-time in the spring 2016 semester, provided that they are otherwise in good academic standing. The requested waivers would apply to:

- Paragraph 16.b.i. which (inaccurately) states that all ACA-compliant insurance plans must include services in the ten listed categories.
- Paragraph 16.b.iv. which mandates that students found to be out of compliance with the policy shall be ineligible for full-time enrollment, or may be mandatorily enrolled in the institution’s student health insurance plan, if offered, with the cost thereof charged to the students’ accounts.

The requested waivers would go into effect immediately, and would terminate by September 1, 2016 or upon Board approval (second reading) of a revised Student Health Insurance policy, whichever occurs first.

IMPACT

The proposed waivers would prevent disruption to the academic plans of hundreds of students at the four year institutions potentially affected in the spring 2016 semester by the technical inaccuracies in the current policy and/or by the “gaps” between the current policy and the current landscape of the ACA. The proposed waiver of paragraph 16.b.i. will enable institutions to disregard the incorrect technical information with respect to minimal coverage criteria and allow recognition of ACA-compliant group plans under which many students are

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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covered. The proposed waiver of paragraph 16.b.iv. would delegate enforcement of full-time attendance restrictions related to student health insurance to the four-year institution presidents and their student affairs staff experts, who are best equipped to deal with case-by-case student needs--including the needs of those students in the "coverage gap" who are exempt under federal guidelines from having to procure health insurance.

ATTACHMENTS

Attachment 1 – Section III.P.16. Student Health Insurance

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed waivers to the current student health insurance policy. This will address the immediate needs of hundreds of students at the four year institutions who are now grappling with their plans for the upcoming spring semester, and it will provide a window in which a revised policy can be drafted, coordinated, and approved.

BOARD ACTION

I move to waive paragraph 16.b.i. and paragraph 16.b.iv. of Board policy Section III.P. Students, as presented, until September 1, 2016 or approval of a revised Board policy on Student Health Insurance, whichever shall occur first.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

October 2015

16. Student Health Insurance

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution may provide the opportunity for students to purchase health insurance. Health insurance offered through the institution shall be Affordable Care Act (ACA) compliant.

b. Mandatory Student Health Insurance

Every full-fee paying full-time student (for purposes of federal financial aid) attending classes in Idaho shall be covered by an ACA compliant health insurance policy. Students without proof of health insurance coverage shall be ineligible to enroll full-time at an institution. Each institution shall monitor and enforce student compliance with this policy.

i. "ACA compliant" means a health insurance policy which meets the minimum coverage requirements classified by the ACA as "essential health benefits." Essential health benefits include items and services within at least the following 10 general categories: ambulatory patient services; emergency services; hospitalization; maternity and newborn care; mental health and substance use disorder services, including behavioral health treatment; prescription drugs; rehabilitative and habilitative services and devices; laboratory services; preventive and wellness services and chronic disease management; and pediatric services (including oral and vision care).

ii. Proof of Insurance. All full-time students shall provide proof of ACA compliant health insurance coverage. Proof of health insurance coverage shall include at least the following information:

- 1) Name of health insurance carrier
- 2) Policy number
- 3) Contact information for employer, insurance company or agent who can verify coverage
- 4) Attestation by the student, parent or guardian that health insurance policy is ACA compliant

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Along with proof of insurance, students shall certify they will maintain active and continuous ACA compliant insurance coverage for the duration of their time enrolled as a full-time student.

- iii. Temporary Insurance Coverage. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but such a student shall sign an affidavit that they will enroll in ACA compliant insurance by the end of the first available health insurance exchange open-enrollment period. At no other time may a full-time student be enrolled without ACA compliant insurance.
- iv. Non-compliance. A student found to be out of compliance with this policy while enrolled at an institution, shall be ineligible for full-time enrollment in future terms (fall, or spring) until insurance is obtained and proof thereof is certified; provided however, that if health insurance is offered through an institution and a student is found in non-compliance, the institution may default enroll the student into the institution's student health insurance plan and charge the student's account.

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 10, 2015**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED - MUTUALLY RESPONSIBLE ACCOUNTABILITY SYSTEM	Information Item

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 10, 2015**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will give an update on the State Department of Education.

BOARD ACTION

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

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 10, 2015**

SUBJECT

Draft of Mutually Responsible Accountability System.

REFERENCE

February 16, 2012	State Board approval of First Draft of ESEA Waiver
June 19, 2014	State Board approves revisions and new one year ESEA Waiver
March 19, 2015	State Board approves revisions and new three year ESEA Waiver
April 16 2015	State Board approves revisions and new one year ESEA Waiver

BACKGROUND/DISCUSSION

Idaho received a waiver from No Child Left Behind (NCLB) 1116 School Improvement provisions in October 2010. This waiver was for three years. Idaho submitted a one year request for renewal of the ESEA Flexibility Waiver on July 31, 2015.

The US Department of Education approved Idaho's ESEA flexibility renewal through 2015-2016 schoolyear. Idaho received permission to pause the current rating system (Five Star Accountability System) for the 2015-16 year. This pause also gave us time to develop a new accountability plan. This new plan will replace the original plan.

The new plan proposed by the Idaho State Department of Education is based on requirements of the US Department of Education (USDOE) for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and on the recommendations from the Accountability Oversight Committee and stakeholder input.

IMPACT

Idaho State Department of Education will hold Districts accountable for meeting the Annual Measureable Objective (AMO) targets. District scores will reflect the schools average scores. Districts will hold schools accountable for meeting the AMO targets in order that the district's targets will be met.

ATTACHMENTS

Attachment 1 – Accountability Plan Power Point Presentation	Page 3
Attachment 2 – Annual Measurable Objective Growth Targets	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The Department will provide an overview of the proposed amendments to Idaho's ESEA waiver request. The presentation is intended to give the Board an opportunity to provide feedback before the final waiver request is brought forward for the Board's consideration at the February 2016 Board meeting.

**STATE DEPARTMENT OF EDUCATION
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BOARD ACTION

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

DRAFT November 4, 2015

MUTUALLY RESPONSIBLE ACCOUNTABILITY PLAN FOR IDAHO DISTRICTS AND SCHOOLS

Superintendent's Webinar

November 5, 2015

DRAFT November 4, 2015

ISSUES WITH THE FIVE STAR SYSTEM

- ✗ High performers not meeting growth targets ratings dropped.
- ✗ Growth measure important but the calculation was overly complex.
- ✗ The Idaho Department of Education and Districts need to be mutually accountable.
- ✗ Districts lack flexibility in setting ambitious but attainable targets for schools.
- ✗ What did parents and educators gain from the system?
- ✗ Comparisons were made between very different types of schools.

DRAFT November 4, 2015

ESEA FLEXIBILITY RENEWAL=OPPORTUNITY

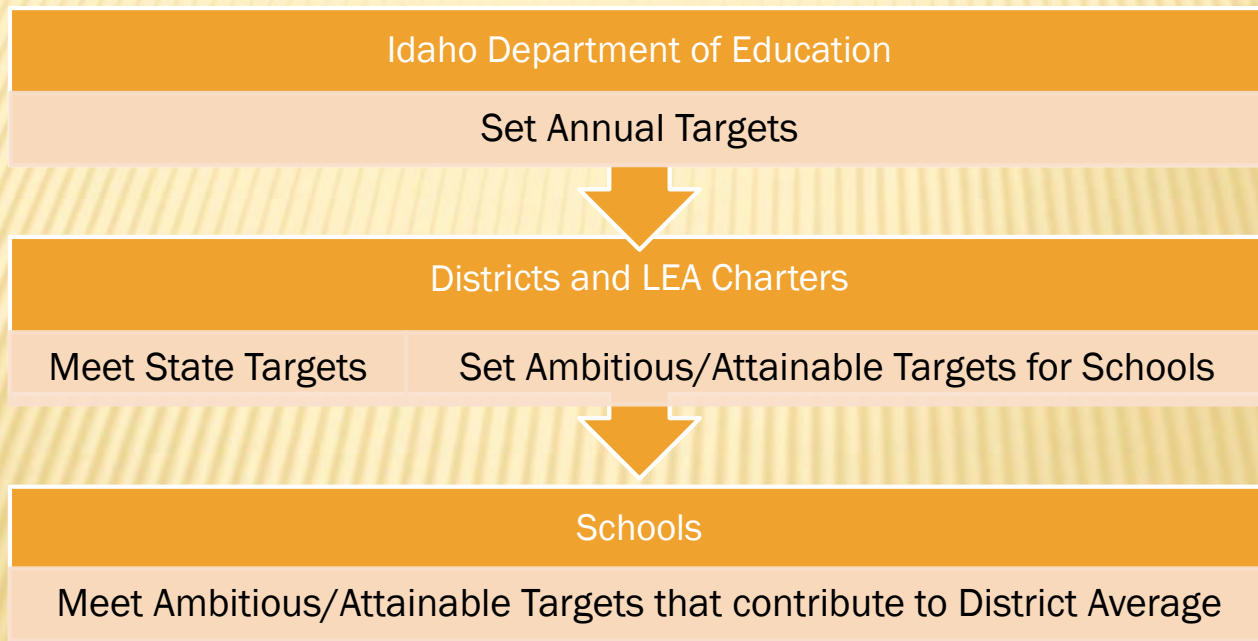
- ✖ Transition to a new test and accountability system.
 - + Incorporate recommendations from the Accountability Oversight Committee
 - + Incorporate stakeholder and district feedback
- ✖ Considerations
 - + Allow the ISDE to concentrate efforts. 115 districts and 48 LEA's Charters rather than 726 schools.
 - + Support local control.
 - + Maintain focus on growth for all students, and faster growth for those farther behind
 - + Propose a system likely to be approved by USED

THEORY OF ACTION

- ✕ ISDE will support Districts and Districts will support Schools
 - + The State will set ambitious and achievable targets for districts to meet achievement goals
 - + Districts will set ambitious and achievable targets for schools to meet achievement goals.

DRAFT November 4, 2015

AMO ACCOUNTABILITY & SCHOOL IMPROVEMENT



DRAFT November 4, 2015

PUBLIC ACCOUNTABILITY STATE/DISTRICT/SCHOOL REPORT CARD

State Report Card

Assessment and Annual Measureable Objectives



District Report Card

School Report Card

DRAFT November 4, 2015

DISTRICT ACCOUNTABILITY

Annual Measurable Objectives LEA (AMOs) MET		Annual Measurable Objectives (AMOs) LEA IN PROGRESS
	Met AMO's	In Progress to Meet AMO's
Recognition and Rewards	Eligible for recognition	Not eligible
LEA Improvement Plan	Improvement Plan is optional, but encouraged	AMO District Improvement Plan addressing deficient AMOs using the improvement components as identified in NCLB Section 1116(c)(7)(A).
LEA Responsibilities for Individual Schools In Progress	Work with any school designated as In Progress to: <ul style="list-style-type: none"> • develop a school improvement plan, • promptly review the plan, and • approve the school plan if the plan meets the requirements of NCLB Section 1116(b)(2)(E) 	Work with any school designated as In Progress to: <ul style="list-style-type: none"> • develop a school improvement plan, • promptly review the plan, and • approve the school plan if the plan meets the requirements of NCLB Section 1116(b)(2)(E)
Idaho State Department of Education (ISDE) Services	Optional	Optional
State Funding Alignment	No additional requirements	Must provide plan describing aligned uses of funds

**STATE DEPARTMENT OF EDUCATION
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DRAFT November 4, 2015

MUTUALLY RESPONSIBLE ACCOUNTABILITY SYSTEM

Phase *	Elementary & Middle	High School	Alternative Schools
Baseline established	State average for "all students" and subgroups for ELA and Math; see AMO Targets chart		
Phase I 2015-2016	Identify Reward Schools by October 30, 2015		
Phase I 2015-2016	Identify Priority & Focus Schools by January 30, 2016	Identify Priority & Focus Schools by January 30, 2016	Identify Priority & Focus Schools by January 30, 2016
Phase II 2016-2017	Identify Reward Schools by fall 2016	Identify Reward Schools by fall 2016	Identify Reward Schools by fall 2016
Meet Achievement Annual Measurable Objectives (AMOs) OR Meets Growth Annual Measurable Objectives (AMOs)	ISAT-% Proficient or Advanced in English Language Arts/Literacy and Math OR ISAT Growth - (Increase in % students who met growth trajectory target)	ISAT-% Proficient or Advanced in English Language Arts/Literacy and Math OR ISAT Growth – (Increase the % of non-proficient/advanced students who met growth trajectory target)	ISAT-% Proficient or Advanced in English Language Arts/Literacy and Math OR ISAT Growth – (Increase in % students who met growth trajectory target)
Meet Participation Annual Measurable Objectives (AMOs)	ISAT-Participation Rate 95% or higher	ISAT-Participation Rate 95% or higher	ISAT-Participation Rate 95% or higher
Meet 3 rd Indicator Annual Measurable Objectives (AMOs)	3 rd Indicator: Attendance Rate	3 rd Indicator: Four year cohort graduation rate	3 rd Indicator: Attendance Rate (report on Four year cohort graduation rate; hold accountable for Six year cohort graduation)
Data Reported on Report Card		Advanced Opportunities (concurrent credits, AP courses, etc.)	Credit Recovery (% of students who recovered credits)
		PTE Certificates	PTE Certificates

DRAFT November 4, 2015

MEETING THE ANNUAL MEASUREABLE OBJECTIVE... WE HAVE SOME CHOICES.

For each AMO:

AMO Path

or

Growth Path

3RD INDICATOR (INCLUDED IN AMO CALCULATIONS)

- ✕ All schools with a 12th grade
 - + Graduation Rate.
 - + This is based on the 4 year cohort
 - + Idaho's baseline graduation rate is 77%
 - + What targets do we set to reach the goal of 90%?
- ✕ All other schools
 - + Attendance
 - + Idaho's baseline attendance rates are approximately 94% for elementary/middle and 92% for High Schools
 - + What should the goal be?

DRAFT November 4, 2015

ANNUAL MEASURABLE OBJECTIVES TO MEET 100% GOAL

- ✖ USED allows States to set AMO targets to get halfway to the 100% goal in 8 years.
 - $100\% \text{ Goal} - 52.10\% \text{ P/A} = 47.9 \text{ gap}$
 - $47.9 \text{ gap} / 2 = 23.95\% \text{ gap}$ is halfway point to 100%
 - $23.95\text{gap} / 8\text{yrs} = 2.99 \%$ age points increase each year for the AMO targets

*AMO targets are set for All Students and subgroups using the same formula.

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Preliminary results; does not include continuous enrollment status or ISAT-Alt; excludes 9th & 11th graders.

increase -

%age pts

State										
nts	ELA Annual Measurable Objectives	average	proposed increase							
		2015	2016	2017	2018	2019	2020	2021	2022	2023
3	All Students	52.10%	55.09%	58.09%	61.08%	64.08%	67.07%	70.06%	73.06%	76.05%
4	Black/African Americans	31.12%	35.43%	39.73%	44.04%	48.34%	52.65%	56.95%	61.26%	65.56%
2	Asian/Pacific Islander	64.54%	66.76%	68.97%	71.19%	73.41%	75.62%	77.84%	80.05%	82.27%
4	American Indian/AK Native	28.44%	32.91%	37.39%	41.86%	46.33%	50.80%	55.28%	59.75%	64.22%
4	Hispanic/Latino	32.24%	36.48%	40.71%	44.95%	49.18%	53.42%	57.65%	61.89%	66.12%
4	Native Hawaiian/Other Pacific Island	46.76%	50.09%	53.42%	56.74%	60.07%	63.40%	66.73%	70.05%	73.38%
3	White	56.91%	59.60%	62.30%	64.99%	67.68%	70.38%	73.07%	75.76%	78.46%
5	LEP	11.42%	16.96%	22.49%	28.03%	33.57%	39.10%	44.64%	50.17%	55.71%
4	Economically Disadvantaged	39.38%	43.17%	46.96%	50.75%	54.54%	58.32%	62.11%	65.90%	69.69%
6	Students with Disabilities	13.94%	19.32%	24.70%	30.08%	35.46%	40.83%	46.21%	51.59%	56.97%
3	Two or more races	52.42%	55.39%	58.37%	61.34%	64.32%	67.29%	70.26%	73.24%	76.21%
4	Homeless	29.43%	33.84%	38.25%	42.66%	47.07%	51.48%	55.89%	60.30%	64.72%
5	Migrant	20.90%	25.84%	30.79%	35.73%	40.68%	45.62%	50.56%	55.51%	60.45%

Possibility of recalculating every year

Math Annual Measurable Objectives		State average	proposed increase 							
		2015	2016	2017	2018	2019	2020	2021	2022	2023
4	All Students	40.29%	44.02%	47.75%	51.49%	55.22%	58.95%	62.68%	66.41%	70.15%
5	Black/African Americans	20.37%	25.35%	30.32%	35.30%	40.28%	45.25%	50.23%	55.21%	60.19%
3	Asian/Pacific Islander	56.68%	59.39%	62.10%	64.80%	67.51%	70.22%	72.93%	75.63%	78.34%
5	American Indian/AK Native	18.66%	23.74%	28.83%	33.91%	39.00%	44.08%	49.16%	54.25%	59.33%
5	Hispanic/Latino	20.28%	25.26%	30.25%	35.23%	40.21%	45.19%	50.18%	55.16%	60.14%
4	Native Hawaiian/Other Pacific Island	35.86%	39.87%	43.88%	47.89%	51.90%	55.90%	59.91%	63.92%	67.93%
3	White	45.04%	48.48%	51.91%	55.35%	58.78%	62.22%	65.65%	69.09%	72.52%
6	LEP	9.93%	15.56%	21.19%	26.82%	32.45%	38.08%	43.71%	49.34%	54.97%
4	Economically Disadvantaged	28.52%	32.99%	37.46%	41.92%	46.39%	50.86%	55.33%	59.79%	64.26%
4	Students with Disabilities	12.98%	18.42%	23.86%	29.30%	34.74%	40.17%	45.61%	51.05%	56.49%
3	Two or more races	40.06%	43.81%	47.55%	51.30%	55.05%	58.79%	62.54%	66.28%	70.03%
5	Homeless	20.56%	25.53%	30.49%	35.46%	40.42%	45.39%	50.35%	55.32%	60.28%
5	Migrant	15.05%	20.36%	25.67%	30.98%	36.29%	41.60%	46.91%	52.22%	57.53%

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