PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15-16, 2016

TAB	DESCRIPTION	ACTION
1	**EASTERN IDAHO TECHNICAL COLLEGE - PROGRESS REPORT**	Information Item
2	**PRESIDENTS' COUNCIL REPORT**	Information Item
3	**IDAHO PUBLIC TELEVISION - ANNUAL REPORT**	Information Item
4	**2017 LEGISLATIVE IDEAS**	Motion to Approve
5	**INSTITUTION/AGENCY STRATEGIC PLANS**	Motion to Approve
6	**EARLY LITERACY ASSESSMENT WORKING GROUP REPORT**	Motion to Approve
7	**AMENDMENT TO BOARD POLICY – BYLAWS - FIRST READING**	Motion to Approve
8	**BOARD POLICY I.P. IDAHO INDIAN EDUCATION COMMITTEE – SECOND READING**	Motion to Approve
9	**BOARD POLICY – I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – SECOND READING**	Motion to Approve
10	**BOARD POLICY I.T. TITLE IX POLICY – SECOND READING**	Motion to Approve
11	**BOARD POLICY IV.B. STATE DEPARTMENT OF EDUCATION, STANDARDS SETTING – SECOND READING**	Motion to Approve

12	**CAREER TECHNICAL EDUCATION – CONTENT STANDARDS**	Motion to Approve
13	**BOISE STATE UNIVERSITY – ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – CAVEN WILLIAMS SPORTS COMPLEX**	Motion to Approve
14	**BOISE STATE UNIVERSITY - ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – STUECKLE SKY CENTER**	Motion to Approve
15	**IDAHO STATE UNIVERSITY - ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES**	Motion to Approve
16	**UNIVERSITY OF IDAHO - ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – PRE GAME EVENTS**	Motion to Approve
17	**UNIVERSITY OF IDAHO – ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – CLUB SEATING**	Motion to Approve
18	**COMMUNITY COLLEGE TRUSTEE ZONES**	Motion to Approve

SUBJECT

Eastern Idaho Technical College (EITC) Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Idaho State Board of Education's (Board) requirement for EITC 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 Aman will provide a 15-minute overview of EITC's progress in carrying out the institutions strategic plan.

IMPACT

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

ATTACHMENT

Attachment 1 – Progress Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

As part of President Aman's progress report to the Board, the report will include a tour of key areas on EITC's campus. Specific details regarding the institutions progress toward meeting its strategic plan goals may be found in the attached report.

BOARD ACTION

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

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Eastern Idaho Technical College Progress Report
June 2016
Presented by: Dr. Rick Aman, President

Strategic plan Implementation

- Details of implementation
  EITC has implemented our strategic plan and aligned it to the State Board of Education's (Board) strategic plan. The EITC strategic plan was revised in 2015 with an intent to parallel the EITC comprehensive self-study for NWCCU accreditation. EITC hosted our seven year accreditation onsite visit in April, 2016 with a team of nine visitors. Given recommendations from the Board and our preliminary accreditation report, EITC will revise and update our strategic plan for academic year 2016-17 when faculty return in fall. General areas of discussion for the college will be the review of methods to collect and utilize data, decision making processes, reduction in number of sub areas in the strategic plan, improvements to better tie our budgeting processes to mission fulfillment, and better system wide performance measures with an eye toward a potential community college mission. Primary revisions are expected to include implementing ongoing systematic collection and analysis of meaningful data at both the program and institution levels. EITC will improve processes which fundamentally connect institutional core themes and budget processes leading to mission fulfillment.

- Status of goals and objectives
  Goal/Core Theme 1 - Learning for Work and Life: EITC is a college where students prepare for careers and an effective role as an informed citizen. We embrace hands-on learning and provide instruction that is not only academically rigorous, but tailored to the needs of the community. Learning for work and life takes place in all areas of campus through career-technical education, adult basic education, and workforce education.

  Highlights and emphasis for EITC in meeting this goal include a renewed emphasis on becoming more involved with program advisory committees to ensure continuous feedback regarding our student performance in internships as well as post-degree employment. It is critical to have input from regional employers for changes in technology and best industry practices. There is also emphasis for exploring potentials for new programing in eastern Idaho such as areas of cyber security technicians, non-destructive testing, drafting, software programming and entrepreneurial endeavors.

  EITC measures success in the area of learning for work and life through continued emphasis with measuring retention, degree completion, positive placements and speed to deployment of customized workforce training courses. Importance is placed on engagement with local advisory committees, students enrolled in programs, student completers and successful placements in careers related to programs. EITC as an open enrollment institution places emphasis on accepting a student at any level and providing skill improvement through our ABE programming, GED preparation and testing and work with remediation of students to provide them with the skills needed for college level work. EITC measures success in the area of workforce development based on the number of customized workforce training courses as well as student and employer satisfaction with these courses as well as our ability to listen to demands of local employers and attempting to accelerate high value programs into degree programs when appropriate.

Goal/Core Theme 2 - Student Centered: EITC faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to our students' success, help model important workplace behaviors, and provide comprehensive student support from pre-enrollment through employment.

Highlights for EITC within the theme of Student Centered include all the wrap around services for students beginning with the first introduction of the potential student to the college, through advising and placement; the support for students with tutoring and Center for New Directions along with support for internships and help with career placement. Of particular note EITC received commendations from the NWCCU accreditation team for our tutoring and ABE, GED, ESL functions. EITC is working to improve our student's experience through a shift of bookstore operations to a contract with Follett. Additionally, an RFP is currently open for proposals for enhanced cafeteria operations and library functions are being reviewed to provide varied information services to students in innovative ways.

EITC measures of success for Theme 2 is to include the use of the Noel Levitz Annual Survey. The Noel Levitz approach is used to measure the importance of a service and then the level at which an institution performs related to that service. EITC compares that performance gap with that of peer institutions. In areas such as admissions, financial aid, information technology, library, and tutoring EITC has a gap of 1.0 or less and compares more favorably with peer institutions. Other measurements of student centered activities used for continuous improvement include end of course evaluations, helpdesk responsiveness and workforce training satisfaction surveys.

Goal/Core Theme 3 - Community Engagement: EITC values its role within our community and strives with continued efforts in presenting a safe, clean and inviting campus, which fosters communication and professional growth. EITC supports collaborative relationships within the local, regional, and academic communities who are working toward improving the economic health of the region.

EITC places emphasis on our role in supporting students, business, industry, government and organizations in the undertaking of economic development. We pride ourselves in opening our campus to civic events and having an inviting campus. Our NWCCU accreditation team provided commendation for EITC in developing strong community partnerships that leverage resources and increase opportunities for the campus and local community in support of its core theme of Community Engagement.

College measures of success within core Theme 3 include Noel Levitz student survey for campus safety, multiple measures of communications with college staff and students, number of students who receive scholarships from our Foundation, and programming input from college advisory committees.

- Special Appropriations
  The State Division of CTE has provided capacity building funding for EITC to be used this upcoming academic year. Given this additional funding, EITC projects the following increases in students beginning this fall:

  - Registered Nursing: 40 students total (currently 20)
  - LPN: 15 students total (currently 10)
  - Welding: 15 new students each semester (10 current each semester)
  - Light Diesel: 15 students for a new program
  - Surg Tech: 4 additional students (12 current) This is possible because of new clinical sites and the addition of .5 FTE.

Enrollment Numbers (As reported in the performance measure report)
- FY2013 Accrued Headcount: 1,172
- FY2013 FTE: 485
- FY2013 Short-Term Training Accrued Headcount:11,289

Retention Rates (As reported in the performance measure report)
- Retention Rate of Full Time Students Fall 2014 to Fall 2015: 68%

Graduation Rates (As reported in the performance measure report)
- Graduate Training Related Placement Rate: 73.1%
- Graduation Rate (IPEDS 2016 report for 2011 cohort): 38% normal time, 51% - 150% of normal time, and 55% - 200% of normal time

Research and Economic Development
The President of the college serves on the Board of Directors of each of the following local and regional economic development agencies in eastern Idaho:

- REDI – An investor-based organization dedicated to the development and growth of Idaho Falls, Ammon and Bonneville County. REDI plays an important role in the expansion of existing business, job retention and the attraction of new business to our area.

- Partnership for Science & Technology - A non-profit, public-interest organization advocating for the advancement of science, energy and technology, and providing accurate and timely information on related regional activities, including those at Idaho National Laboratory (INL).

- The Development Company (Rexburg) – The Development Company serves both local businesses and governments in order to develop and expand the economy of the region.

- Educate Idaho initiative for the eastern region - EITC has hosted two events with the largest being 60 participants. The EITC president and Director of United Way are co-chairs for the outreach. In cooperation with Pocatello, our region's emphasis will be on the Department of Labor's Career Information System (CIS) and methods to engage both high school and junior high students as well as non-traditional students in career exploration and educational opportunities.

- Chamber of Commerce Advocacy Committee – This Chamber Committee provides input to State legislatives bodies with regard to economic and educational issues for the region. EITC hosts the weekly legislative video conference updates between eastern Idaho elected officials and constituents in Idaho Falls.

Highlight of College Programs

- **Creation of a Community College Taxing District** - EITC's President has been engaged in the regional exploration for the creation of a fourth community college taxing district in Bonneville Co. He is working as an advisor to a Community College Exploratory Panel who will provide a public recommendation in late July. Additionally, he has been working with civic and business groups to provide information on the benefits of a comprehensive community college for eastern Idaho.
- **The Adult Basic Education** program has served over 500 students this year, and has post-tested 70% of those students. This number represents a high level of persistence in classes. ABE also reached the highest percentage of academic gains of any year. The student contact hours have increased from 88 hours/student to 102 hours/student because of distance learning options we have added. EITC has also added 14 new classes in ABE and ESL in June in order to serve even more students. ABE has begun transitioning to WIOA by offering Computer Literacy and Essential Job Skills classes in both ABE and ESL. In addition, we have added an online GED class to better serve our rural communities.
- **Placement Plan**. EITC has piloted a successful placement plan for students who may need remediation in Math or English. This plan was very successful in increasing the rate of students entering credit bearing courses in the first year. Many of these students went from GED to credit bearing courses with a decrease in remediation.
- **NIMS Certification**. EITC is applying for NIMS certification for advanced manufacturing. We would be the first to implement NIMS in the state and most of the western states. This certification has been the "gold standard" in the eastern part of the U.S. and is very desirable to industry partners in Idaho.

Collaborations with Other Institutions or Industry:

- **Vocational Rehabilitation and Department of Labor** - EITC currently provides office space on campus to Voc Rehab and we are extending this offer to DOL and Veteran Affairs over the summer to provide on-campus services as well as community outreach for these services.
- **Battelle Energy Alliance Environmental Safety & Health Training Program** – EITC works with Battelle Energy Alliance to provide environmental, safety, and health regulations-driven classes to approximately 5,000 INL employees annually. Accomplishments include the revision and delivery of over 50 standardized training classes in occupational upgrade areas such as radiological, respiratory, and industrial safety. Classes are conducted both on site at the INL and the EITC campus making it convenient for employees located at numerous locations both in Idaho Falls and at a desert facilities.
- **Certified Home Health Care, Day Care Providers, and the Midwifery Group of Generations Home Birth –** The College trained approximately 75 participants in Adult First Aid and CPR training.
- **CH2M-WG IDAHO, LLC**- National Electric Code update and OSHA Hazwoper Training.
- **EIRMC** – 50 employees are currently taking Hazwoper Awareness and Department of Transportation classes.
- **Saint Anthony Juvenile Correction Center –** Flagging training is provided to inmates seeking marketing job skills upon release.
- **Idaho Department of Labor –** EITC works closely with the IDOL Regional Labor Economist and Regional Business Specialist to meet with new and existing business to determine viable entry-level training and incumbent worker training. EITC is working on several proposals to partner with local business and industry for DOL "sector grants."
- **Naval Reactor Facility –** the College provides learning space to the Naval Reactor Facility at the Idaho National laboratory in numerous Environmental Safety & Health disciplines.
- **The EITC Transition Office** - works closely with high schools located within College District VI in developing articulation agreements that allow high school students the opportunity to receive college credits for successfully completing approved courses.
- **EITC's Energy Systems Technology program** - is designed for students to complete a Technical Certificate and then transfer to the College of Technology at Idaho State University to complete an Associate's of Applied Science degree.
- **The Health Care Education Building** – is a shared facility by EITC and ISU. The facility is located on the EITC campus. Recently, ISU has initiated delivery of Dental Hygiene courses utilizing the facility.
- **College of Southern Idaho** is leasing classroom space in Idaho Falls in an off campus center for delivery of general education courses for transfer into university bachelor's programs (ISU, UofI, BSU, and BYUI). EITC is partnering with CSI for additional classroom space, instructors and curriculum.
- **Wildland Fire Science Training** – The College designed and delivered large-scale training programs to the BLM, Forest Service, Bureau of Indian Affairs, and the Idaho Department of Lands. Wildland firefighters trained at EITC fight wildland fires

in southern Idaho, western Wyoming, all of Utah, Nevada, and nationally. Structural firefighters from over 20 volunteer and paid fire departments receive classroom and hands-on training at the Eastern Idaho Fire Academy hosted by the College each June.

- **Advanced Manufacturing** - EITC has worked with the Idaho Department of Labor (DOL), Commerce, University of Idaho (UI), Battelle Energy Alliance, and the Development Company to meet with manufacturers in eastern Idaho to assess the need for the development of a Certificate, Associate of Applied Science Degree at EITC, and a Bachelors of Applied Technology Degree in Advanced Manufacturing from the UI in Idaho Falls. The intent is to establish a "two plus three" program with the UI to provide graduates with multiple exit opportunities which lead to various occupational levels in the growing manufacturing sector. As a result, EITC and the UI are collaborating in the design and usage of a lab to support the programs.
- **Veteran Community** - Presently EITC serves about 18 program veteran students. Given an eastern Idaho projection of 6,000 veterans there significant room for college outreach to this demographic. There is collaboration starting between EITC and local veteran groups such as Employers Support Guard and Reserves (ESGR), Recruiting Centers, DOL Veteran's Outreach, Help 4 Vets and the Eastern Idaho Military Affairs Committee. Emphasis will be to attract potential veterans to utilize their educational benefits.

Capital Campaign – EITC Foundation (EITCF)

- EITC Foundation Scholarship Endowment as of May 2014 : $3,492,648
- Approximately 1/3 of our student population applies and receive scholarship funding
- Nearly $200,000 in scholarships has been awarded from our office each academic year in the past 3 years
- EITCF has managed and allocated over 1.4 million scholarship dollars since 2009.
- EITCF has anywhere from $30-$45K annually in pass thru scholarship funding from external organizations and citizens.
- EITCF organizes nearly (30) fundraiser and outreach event for our office alone each year and participates in another (10-15) community outreach events.
- In 2016-2017 we will be awarding nearly $60K in campus grants to support college initiatives to further support our faculty, staff and students.

Community Partnerships

- **District 93** – District 93 is in the process of expanding high school facilities as part of a successful capital bond effort. EITC is working with District 93 in fall to provide classrooms for up to 120 high school students who are enrolled in "dual credit" courses. Although EITC is not able to partner with the schools in dual credit, we are providing needed facilities and access to a college environment for high school juniors and seniors during the building phase.
- **The Regional Adult Learning Center** - provides outreach GED instruction in Rexburg and Salmon and is establishing services in Driggs fall of 2014. Also, Adult Basic Education courses are offered in Challis/Mackay and Rexburg, and will be providing services in Driggs the fall of 2014.
- **The Workforce Training Department** - has offered outreach training and community education in Driggs, Rexburg, Salmon and St. Anthony.

- **Through its Online Instruction Center,** - the college offers over 300 non-credit classes and programs serving place bound and rural businesses and residents.
- **Development Company** – EITC works closely in their efforts to secure funding for the renovation of their facility in Driggs. The project is expected to provide space for adult education, workforce training activities and serve as a business incubator in the Teton Valley.

New Buildings
EITC has no plans for near term construction of new academic buildings. Throughout the years EITC, working with the Division of Public Works, has carefully modified its older facilities to accommodate changing needs in the academic and work environment. There are funds this year to repair deteriorating sidewalks, parking lots, addition of security cameras and interior locking classroom doors.

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PRESIDENTS' COUNCIL

SUBJECT
Presidents' Council Report

BACKGROUND/DISCUSSION
President Tony Fernández, Lewis-Clark State College President and current chair of the Presidents' Council, will give a report on the Presidents' Council meeting held on April 5, 2016. During the April 5, meeting the group discussed the presidential review form, Direct Admissions, Outcomes-Based Funding, Community College Trustee Zoning, and reviewed the 2016 Legislative session. The May meeting was cancelled.

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

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SUBJECT

Idaho Public Television (IPTV) Annual 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 IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

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

ATTACHMENTS

BOARD ACTION

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50 YEARS IDAHO PUBLIC TELEVISION

Annual Agency Overview

June 16, 2016

Ron Pisaneschi, General Manager

Today's Presentation

- Overview of Content and Services
- Budget
- Statewide Delivery Systems
- Challenges

Educational Resources for All Ages

- Preschool
- Elementary Grades
- Secondary Grades
- Post-Secondary
- Lifelong Learning

Educators and Parents Trust Us

- Teachers Use PBS Content More Than Any Other Source
- Parents Trust PBS More Than Any Other Media Brand
- PBS Kids Is the #1 Educational Media Brand

Preschool Services

- Broadcast Programs
- Online Apps & Games
- Parental Resources Including Progress Tracker
- New 24 x 7 Broadcast & Live Streaming Channel
- Events for Families
- Training for Parents & Caregivers

Elementary Services

- Broadcast Programs
- *Science Trek* Interactive Local Production
- Online Apps & Games
- Scout/PBS Learning Media – 100,000+ Searchable Videos
- Parental Resources Including Progress Tracker
- New 24 x 7 Broadcast & Live Streaming Channel
- Afterschool Activities in Conjunction With Libraries
- Training & Resources for Teachers

Content Delivers Results

- Kids Who Engage With PBS Children's Programming Outscored Non-Watchers on Standardized Test That Measure Math Skills
- Similar Results With Literacy Skills Tests

Secondary Services

- Broadcast Programs Such As *NOVA, American Experience, Idaho Reports*
- Scout/PBS Learning Media – 100,000+ Searchable Videos
- Journey to College Videos, Including *Journey to Opportunity* Documentary

Post-Secondary Services

- Student Training & Internships
- Broadcast & Online Telecourses
- EPSCoR
- Scout/PBS Learning Media – 100,000+ Searchable Videos
- Journey to College Videos, Including *Journey to Opportunity* Documentary

Lifelong Learning Services

- 4 Digital Channels Including Learn/Create Channel, World Channel
- Online Content Available Anytime, Anywhere
- Local Productions
- Outreach Events Such As *Last Days of Vietnam, Cancer: Emperor of All Maladies,* and *Outdoor Idaho: 50 Years of Wilderness*

Valued Services to All Idahoans

460,000+ People View Each Week

- More Children & Ethnically Diverse Than Commercial Stations
- #2 in U.S. for Broadcast Only Households

IDAHO PUBLIC TELEVISION

Source: Feb. 2015, Nielsen Media

Online Access via Desktop & Mobile

iOS & Android Apps; Roku, Chromecast, AppleTV Channels

Broadcast vs. Online

Video Viewing Is Still Mostly on Television

Television
30.3 Hours per Week

Online
2.0 Hours per Week

Source: November 2015 Nielsen Company

Local Productions

Outdoor Idaho
Dialogue
Science Trek
Idaho Reports
The Idaho Debates
Capital of Light
Idaho Session
Idaho Science Journal
Idaho State of Wonder
The Color of Conscience
Into Africa

Award Winning Production

48 National & Regional Awards in FY 2016

Emmy Award

Edward R. Murrow Award

Critical Success Factor

- It Is Critical to Donor Funding to Provide Award-Winning Programs and Services
- High Quality = High Donations

Private Giving Exceeds Peers

- Higher Percentage of Donors Per Capita
  - 1.1% versus .5%
- Higher Average Gift Amount
  - $97 versus $52

Grow Endowment

- Friends of Idaho Public TV Board Initiative
- $5 Million for Our 50th Anniversary
- Raised More Than $500,000 in New Funds

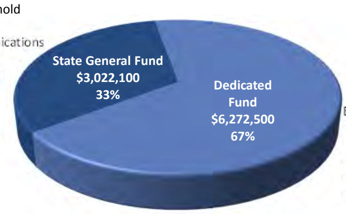
National Programming

Coming in January 2017

Appropriated Funding FY 2017

$ 9,294,600*

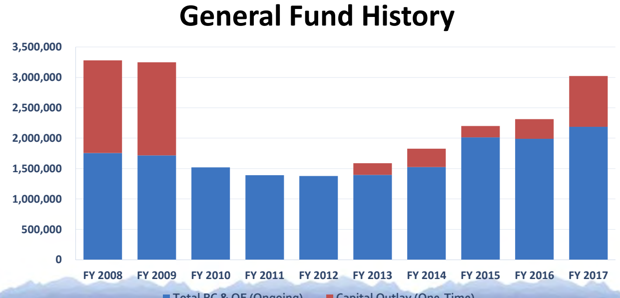
Statewide Delivery System
- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government (*Idaho in Session*)



Educational Content
- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

* Includes One-Time Capital: General - $835,800 and Dedicated - $370,000

General Fund History



Peer Group Comparison

STATE	FY17 STATE FUNDS	$/PERSON
Alabama	$8,407,250	$1.73
Arkansas	$9,038,533	$3.05
Georgia	$15,158,097	$1.50
Iowa	$9,090,846	$2.93
Kentucky	$14,073,200	$3.24
Louisiana	$5,132,436	$1.13
Maryland	$8,198,000	$1.42

STATE	FY17 STATE FUNDS	$/PERSON
Mississippi	$6,800,000	$2.27
Nebraska	$10,329,068	$5.49
Oklahoma	$3,153,548	$0.84
South Carolina	$7,639,083	$1.65
South Dakota	$4,052,806	$4.75
Wisconsin	$6,569,740	$1.16
West Virginia	$4,703,785	$2.54

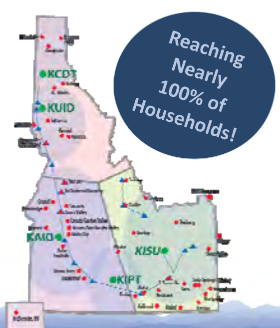
14 State Average	$7,691,233	$2.37
Idaho	$3,022,100	$1.83

Operational Funding Outlook

- Congressional Funding to CPB Flat or Shrinking
- Already Outperform Peers in Private Fundraising – Limited Growth Projected
- Only 13 of 63 FTE Funded With State Funds – CEC Costs Come Out of Operations

FY18 Line Item Request

- 2 Education Positions to Provide Outreach & Training on Using IdahoPTV Resources for Teachers, Parents, Librarians With Related Expenses
- Total Request $193,100



- 5 Transmitters
- 47 Repeaters
- Studios in Each Region

Equipment Funding

Critical Equipment & Infrastructure Concerns

- $24 Million in State Assets
- $18 Million (77%) Is Depreciated
- Federal Grant Programs Eliminated
- Significant Deferral of Asset Replacement

Digital Microwave

- Partnership With State Dept of Public Safety
- Equipment We Supplied Allowed for Lease Discount
- Equipment Has Reached “End of Life” so Lease Payments Will Increase Substantially

Spectrum Auction/Repacking

Congress Authorized the FCC to Take Back TV Spectrum & Auction to Broadband Providers

- Already Sold Channels 52+
- Auctioning Channels 30-51 in 2016
- Repacking All Broadcasters Into Channels 2-29 From 2016-2018

Spectrum Auction/Repacking

FCC Will Find New Channels & Pay Costs of Channel Changes for Transmitters but Not Translators

- Lewiston Moved to Channel 25 – Funded FY15
- Coeur d'Alene Transmitter on Channel 45 Will Have to Move – Funded by Auction

Spectrum Auction/Repacking

New Translator Frequencies Not Guaranteed – Transmitter Moves Can Bump Translators

- 18 Translators in Channels 30-51 Range
- 7 Additional Translators Fed by These 18
- Remaining Translators Below Channel 30 Could Be Bumped by Displaced Transmitters
- May Not Be Enough Channels to Go Around

Spectrum Auction/Repacking

FCC Will Find New Channels & Pay Costs of Channel Changes for Transmitters but Not Translators

- Cost Estimated at Average of $50,000 per Translator
- Cost Could Exceed $1,000,000

Q & A


PBS
TODAY'S PBS
TRUSTED
VALUED
ESSENTIAL
2016

Working collaboratively with our 350 independently owned and operated local member stations, PBS provides the American public with top-quality content and educational services that reach people anywhere they are – meeting our mission to provide universal access in innovative ways that seize the opportunities made possible by digital technology.

Across genres and across platforms, PBS and local stations tell smart, engaging stories that invite people from every walk of life to explore new places, new ideas and new experiences – all of which have inspired the American public to name PBS the country's most–trusted public institution and an excellent use of tax dollars, outranked only by military defense, for 13 consecutive years.

Public media is made possible through a singular public-private partnership that combines critical seed money from the federal government with funds from corporations, foundations and of course, viewers. Donations from viewers to their local stations are the single largest source of funding for our system.

For more information about how PBS & local stations deliver outstanding return on investment to the nation, visit **valuepbs.org**.

This report presents the results of a national survey conducted by Survey Sampling International (SSI) CATI in January 2016. The SSI study included 1,000 adults, 18 years of age and older, who participated via phone January 4-20, 2016. Results were weighted to be statistically representative of the adult U.S. population.

OVER THE COURSE OF 1 YEAR
82% OF ALL U.S. TELEVISION HOUSEHOLDS WATCH PBS

Source: Nielsen NPower, 9/22/2014-9/20/2015

IN 2015 AMERICANS VIEWED MORE THAN
5.1 BILLION
VIDEOS ACROSS ALL PBS DIGITAL PLATFORMS
A NEW RECORD FOR PBS

Source: Google Analytics, January-December 2015

PBS

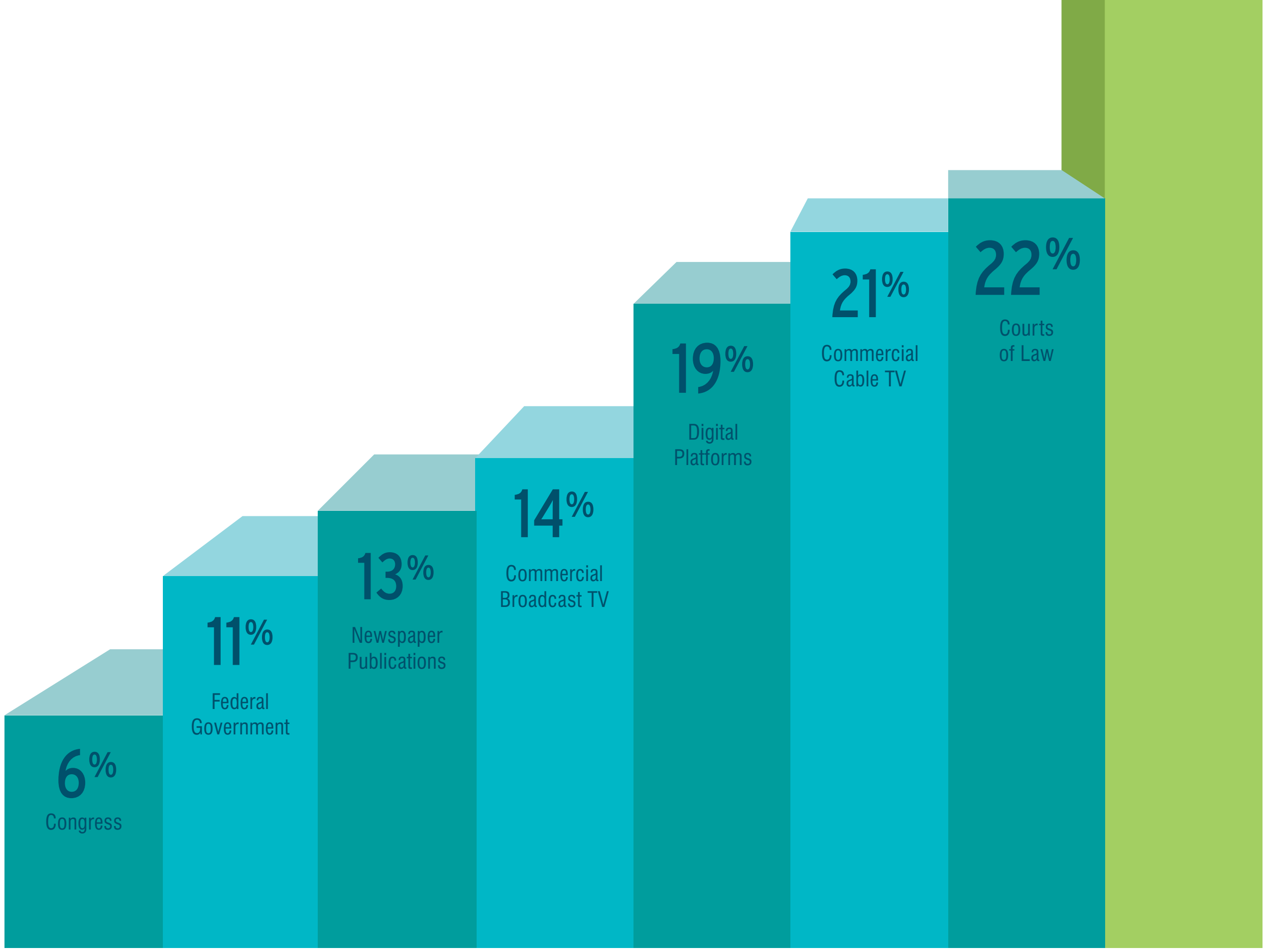
A TRUSTED & VALUED PUBLIC INSTITUTION

PBS is #1 in public trust

For each organization, please indicate your level of trust: A great deal, somewhat, not very much, or not at all.

Percent saying they trust the organization "a great deal" (on a 4-point scale: a great deal, somewhat, not very much, not at all).

Source: Survey Sampling International (SSI), January 2016



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IN 2015 MORE THAN
8.5 MILLION
PBS VIEWERS WATCHED OVER
375 MILLION
VIDEOS ON PBS OTT APPS

Source: Google Analytics, January - December 2015

PBS IS THE 5TH **MOST-WATCHED** NETWORK AMONG ALL OF BROADCAST & CABLE

Source: Nielsen NPower, 9/22/14-9/20/15

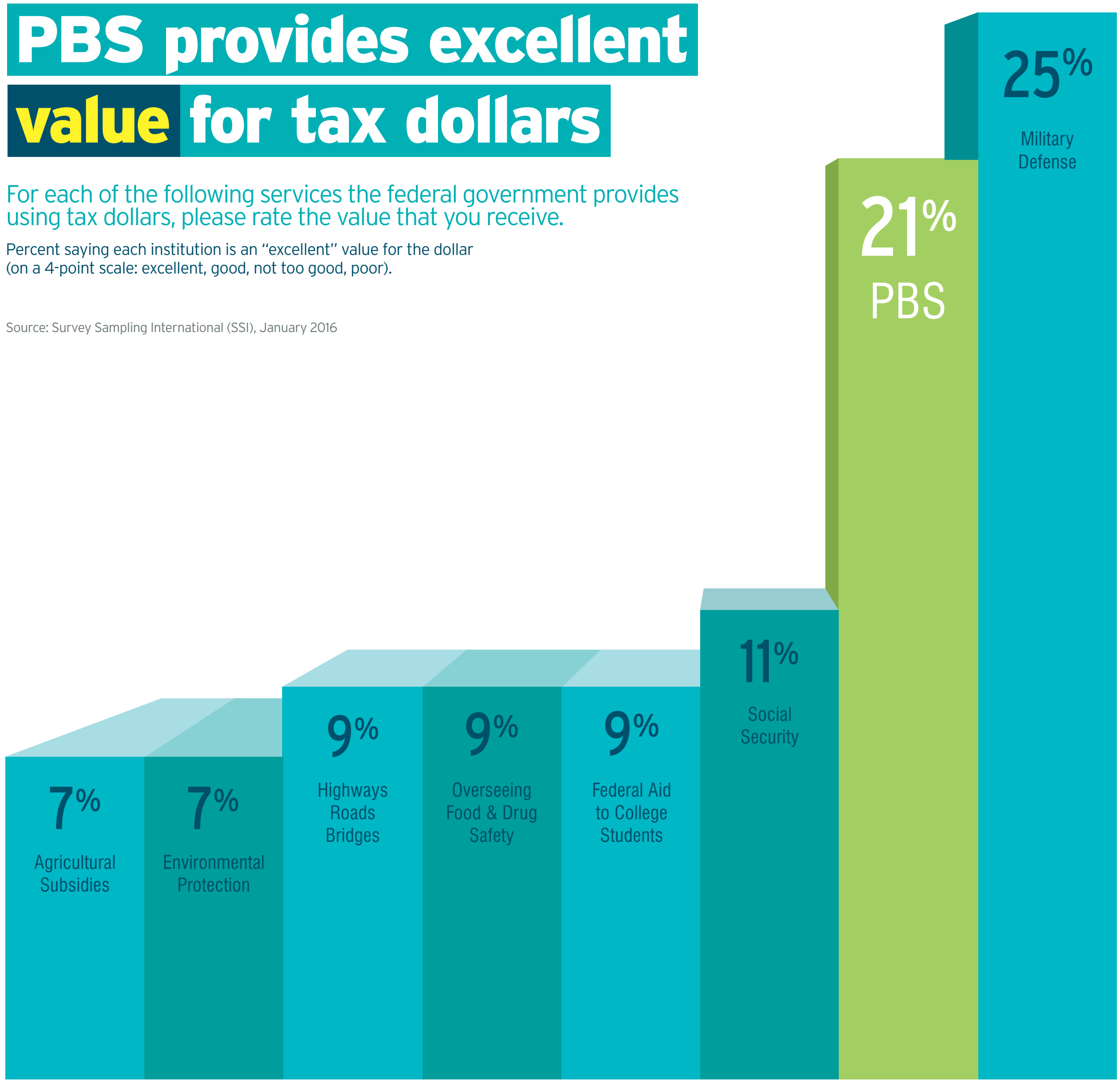
PBS — A TRUSTED & VALUED PUBLIC INSTITUTION

PBS provides excellent value for tax dollars

For each of the following services the federal government provides using tax dollars, please rate the value that you receive.

Percent saying each institution is an "excellent" value for the dollar
(on a 4-point scale: excellent, good, not too good, poor).

Source: Survey Sampling International (SSI), January 2016



2

EACH MONTH NEARLY
100 MILLION
PEOPLE WATCH THEIR
LOCAL PBS STATIONS

Source: Nielsen NPower, 9/22/2014-9/20/2015

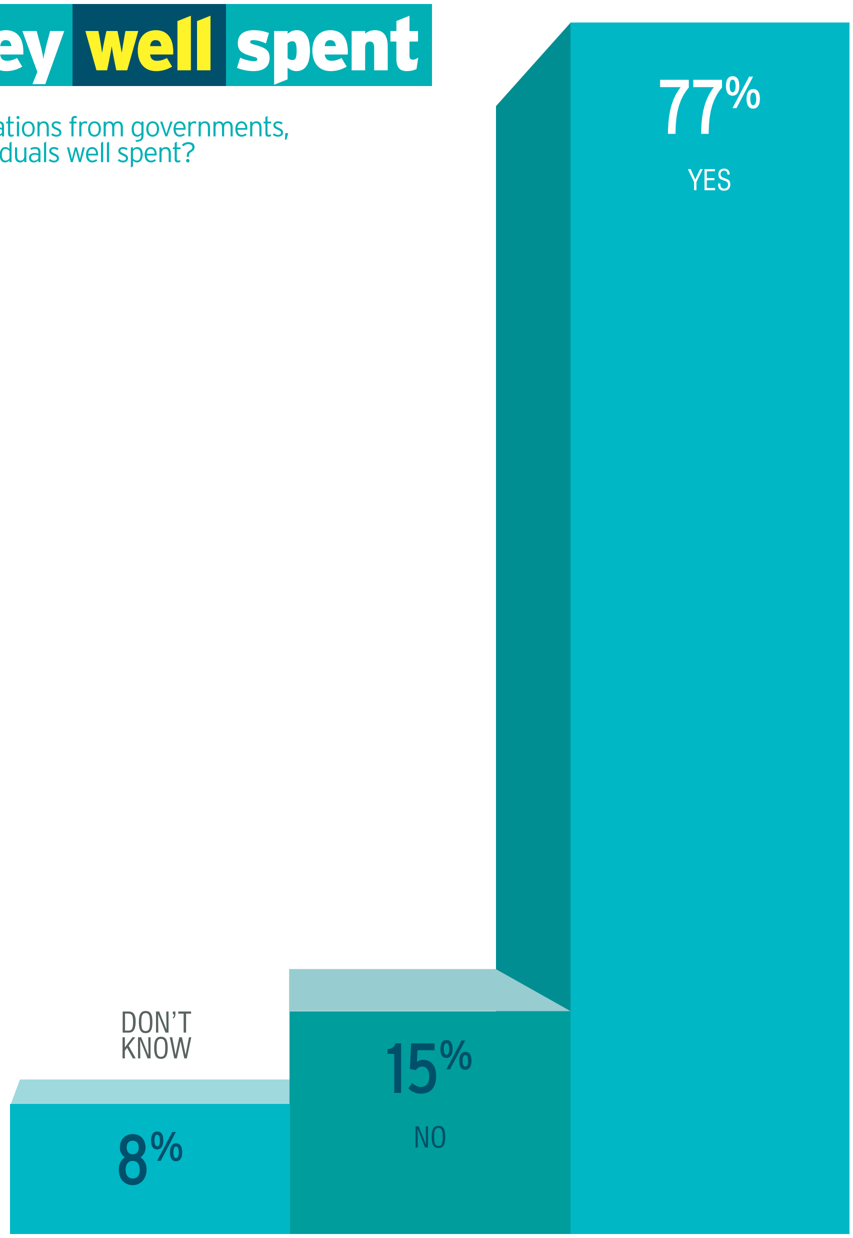
PBS

A TRUSTED & VALUED PUBLIC INSTITUTION

PBS is money well spent

Is the money that is given to PBS stations from governments, corporations, foundations and individuals well spent?

Source: Survey Sampling International (SSI), January 2016



EDUCATORS HAVE ACCESS TO MORE THAN **100,000** CURRICULUM-ALIGNED DIGITAL RESOURCES THAT INCLUDE CONTENT ALIGNED TO NATIONAL & COMMON CORE STATE STANDARDS

PBS LearningMedia SERVES AN ESTIMATED **40 MILLION** STUDENTS NATIONWIDE

Source: PBS and Learning: 2015 Literature Review

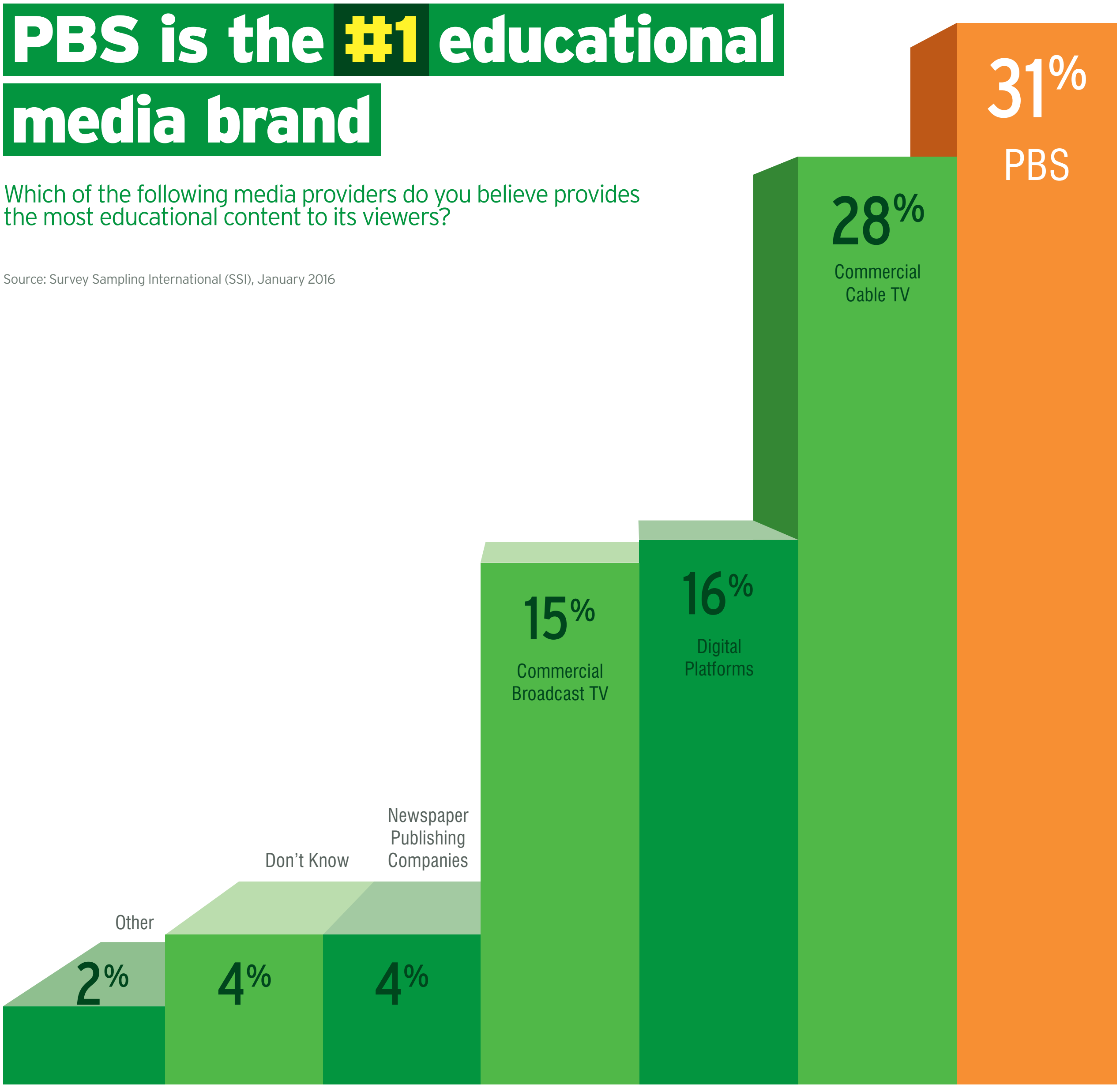
MORE THAN **95%** OF MEMBER STATIONS ARE ACTIVELY INVOLVED IN EDUCATION THROUGH LOCALIZED PBS LEARNINGMEDIA SITES

PBS — AMERICA'S LARGEST CLASSROOM

PBS is the #1 educational media brand

Which of the following media providers do you believe provides the most educational content to its viewers?

Source: Survey Sampling International (SSI), January 2016



4

PARENTS OF YOUNG CHILDREN RANK **PBSKIDS** AS THE MOST TRUSTED & RELIED UPON MEDIA BRAND FOR SCHOOL READINESS

Source: Smarty Pants, 2014

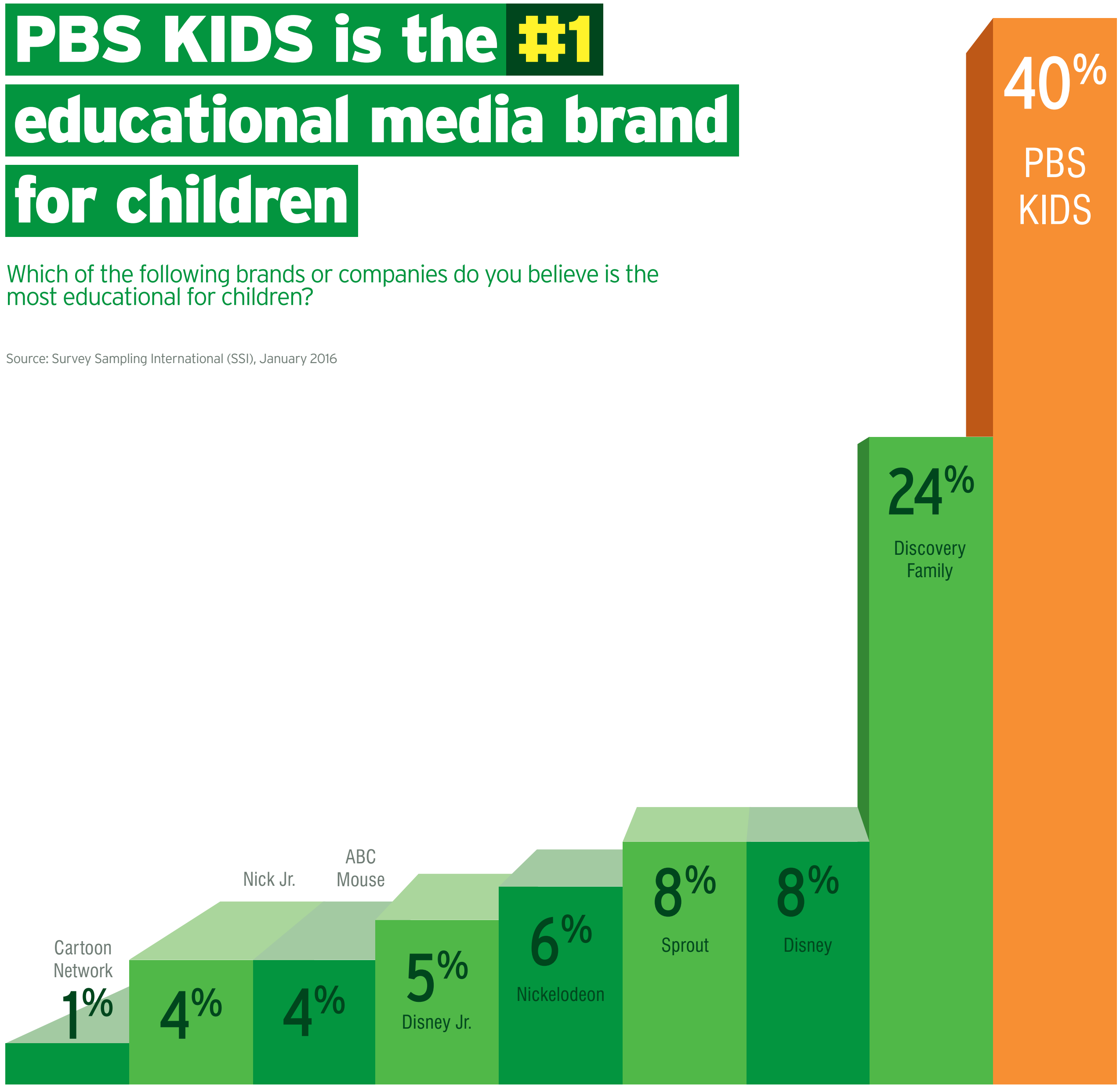
PBS

AMERICA'S LARGEST CLASSROOM

PBS KIDS is the #1 educational media brand for children

Which of the following brands or companies do you believe is the most educational for children?

Source: Survey Sampling International (SSI), January 2016



5

PBS STATIONS IN MORE THAN **30 STATES** PARTNERED WITH MORE THAN **1,400 COMMUNITY LEADERS, LOCAL ORGANIZATIONS & SCHOOLS** TO HELP STUDENTS SUCCEED ON THE PATH FROM PRESCHOOL THROUGH HIGH SCHOOL GRADUATION

Source: Civic Enterprises Report: Building a Grad Nation, February 2013

PBS HAS MORE THAN **17.7 MILLION** FOLLOWERS ACROSS 10 DIFFERENT SOCIAL NETWORKS INCLUDING FACEBOOK, GOOGLE+, TUMBLR, TWITTER & YOUTUBE

PBS

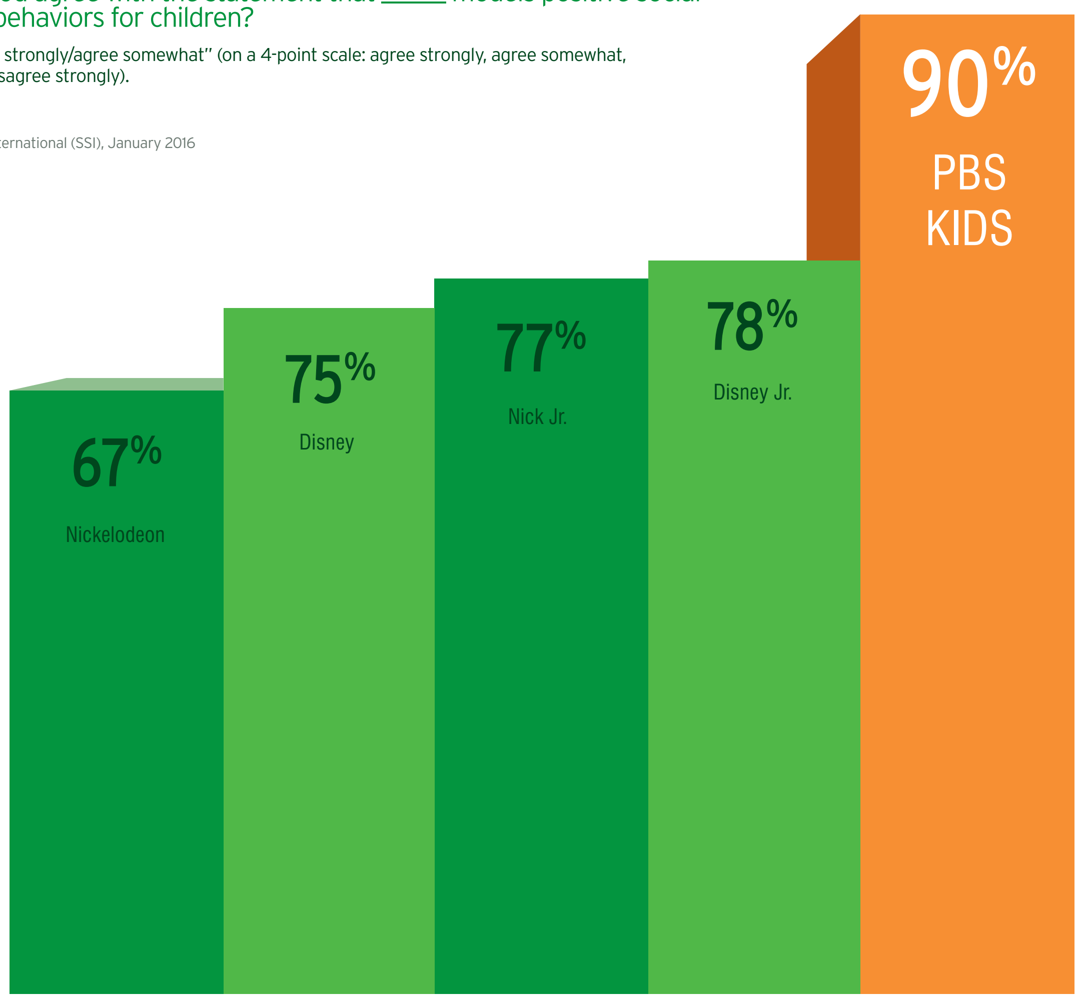
AMERICA'S LARGEST CLASSROOM

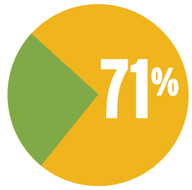
PBS models positive social & emotional behaviors for children

How much do you agree with the statement that _____ models positive social and emotional behaviors for children?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016





OF ALL KIDS
AGES 2-8
WATCH PBS

Source: Nielsen NPower, 9/22/2014-9/20/2015

IN 2015
MORE MINUTES
WERE SPENT VIEWING VIDEO ON
pbskids.org
THAN ANY OTHER KIDS' SITE

Source: comScore VideoMetrix, January-December 2015

PBS

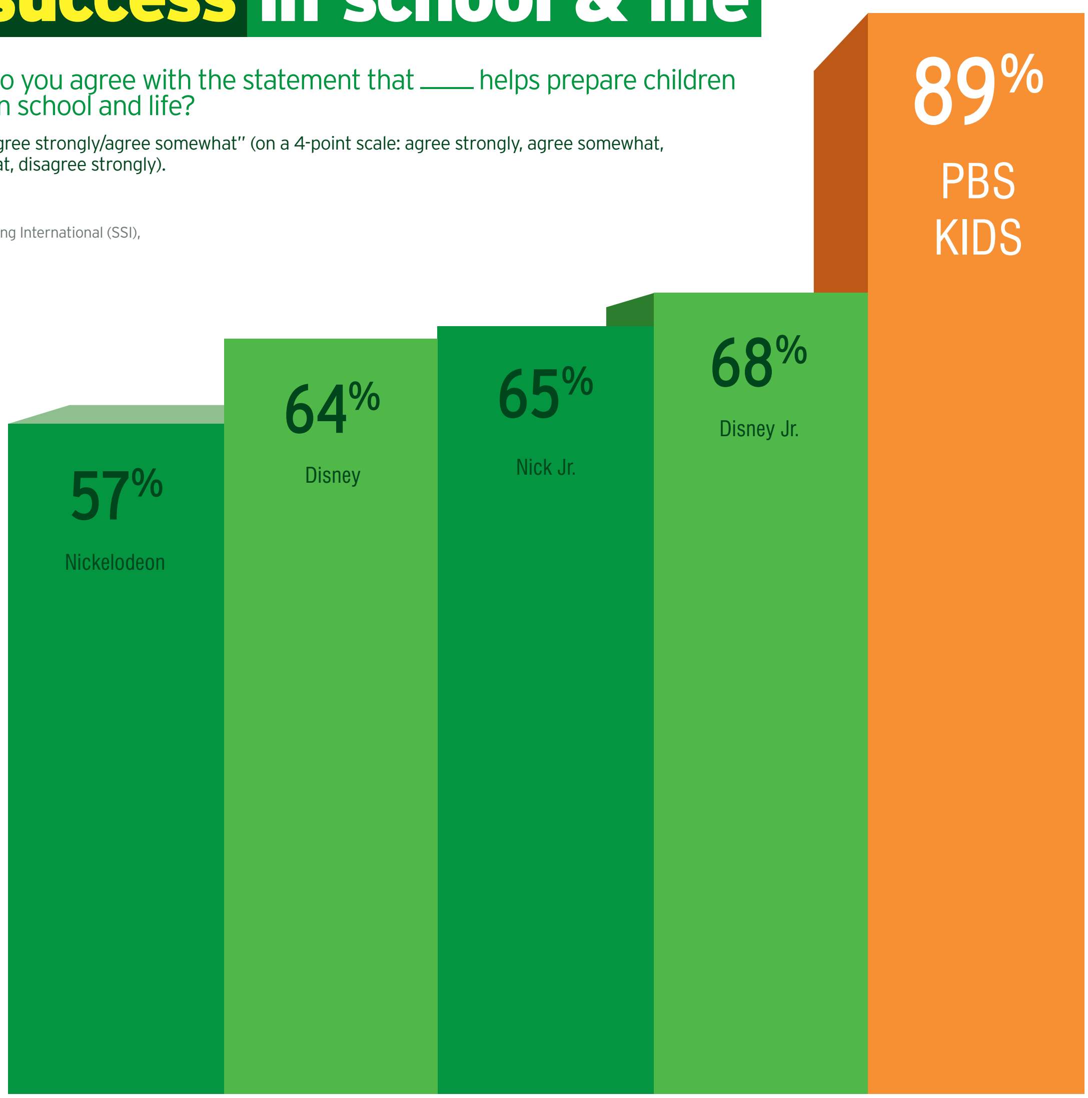
AMERICA'S LARGEST CLASSROOM

PBS helps prepare children for success in school & life

How much do you agree with the statement that ____ helps prepare children for success in school and life?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



PBS KIDS RESOURCES CAN HELP CLOSE THE MATH ACHIEVEMENT GAP FOR CHILDREN FROM LOW-INCOME FAMILIES & BETTER PREPARE THEM FOR KINDERGARTEN

Source: Engaging Families in Early Mathematics Learning: A Study of a Preschool Family Engagement Model. WestEd, 2014

PBS

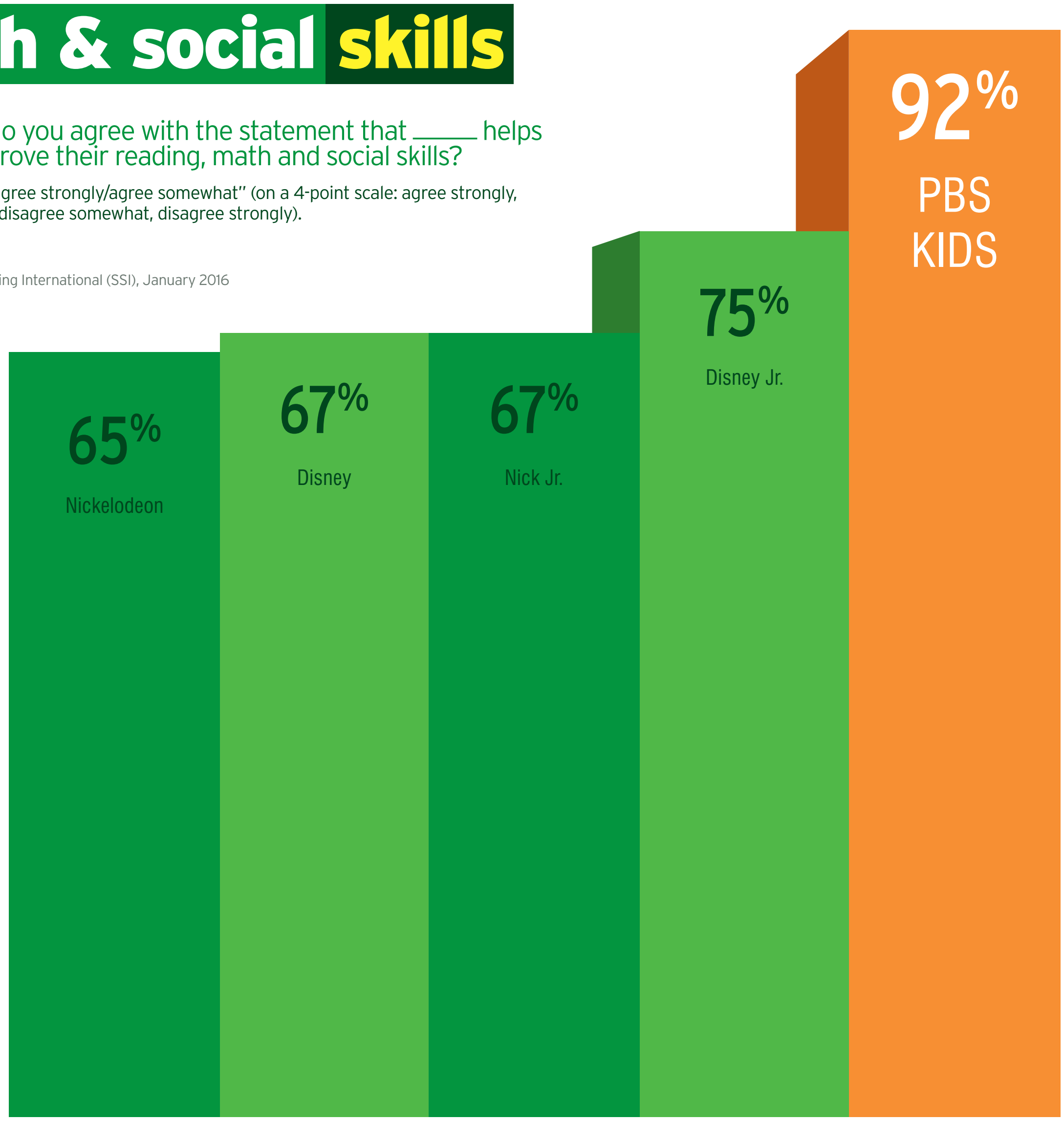
AMERICA'S LARGEST CLASSROOM

PBS helps children learn reading, math & social skills

How much do you agree with the statement that _____ helps children improve their reading, math and social skills?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



IN A RECENT STUDY, CHILDREN WHO USED MEDIA CONTENT FROM PBS KIDS' SERIES PEG + CAT SHOWED IMPROVEMENT IN CRITICAL MATH AREAS INVOLVING ORDINAL NUMBERS, SPATIAL RELATIONSHIPS & 3-D SHAPES

Source: Supporting Parent-Child Experiences with PEG+CAT Early Math Concepts: Report to the CPB-PBS Ready To Learn Initiative November 2015

PBS STATIONS REACH MORE KIDS AGE 2-5 MORE MOMS WITH YOUNG CHILDREN AND MORE CHILDREN FROM LOW-INCOME FAMILIES THAN ANY OTHER KIDS TV NETWORK

Source: Nielsen NPower, 9/22/2014-9/20/2015

PBS AMERICA'S LARGEST CLASSROOM

PBS KIDS curriculum provides content that addresses essential skills

STEM (Science, Technology, Engineering & Math)

- THE CAT IN THE HAT
- CURIOUS GEORGE
- CYBERCHASE
- DINOSAUR TRAIN
- NATURE CAT
- ODD SQUAD
- PEG + CAT
- READY JET GO!
- SESAME STREET
- SID THE SCIENCE KID
- WILD KRATTS

LITERACY

- MARTHA SPEAKS
- SESAME STREET
- SUPER WHY!
- WORDGIRL

SOCIAL & EMOTIONAL DEVELOPMENT

- ARTHUR
- BOB THE BUILDER
- DANIEL TIGER'S NEIGHBORHOOD
- SESAME STREET
- THOMAS & FRIENDS™

EACH MONTH, NEARLY
11 MILLION
PEOPLE VISIT
pbskids.org

Source: Google Analytics, January-December 2015

PBS

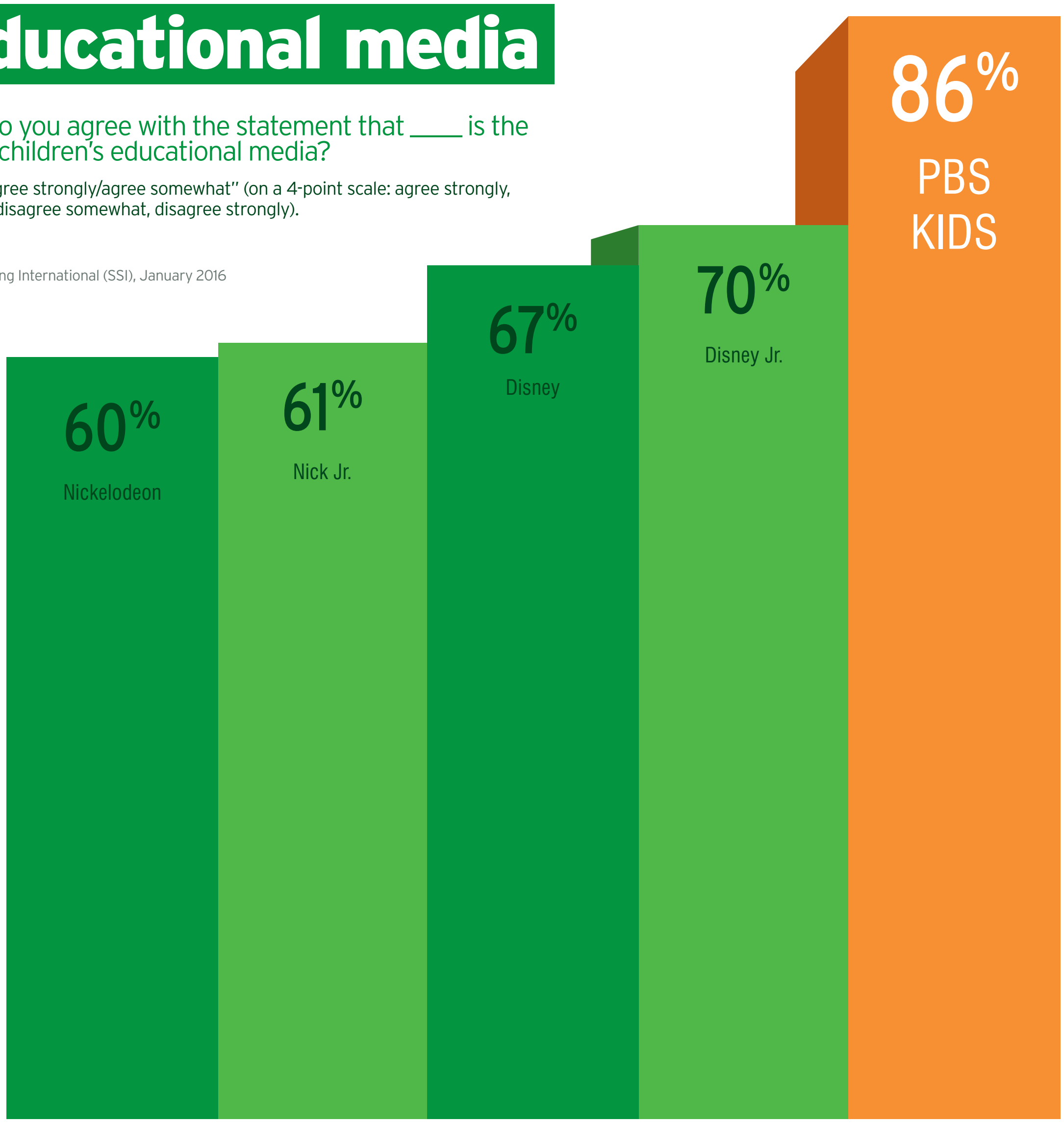
AMERICA'S LARGEST CLASSROOM

PBS KIDS is a leading innovator in educational media

How much do you agree with the statement that ____ is the innovator in children's educational media?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



IN 2015 PBS KIDS OFFERED MORE THAN **4,400 HOURS** OF CHILDREN'S EDUCATIONAL PROGRAMMING

IN 2015 PBSKIDS PROGRAMMING **WON 10** DAYTIME EMMY **AWARDS**

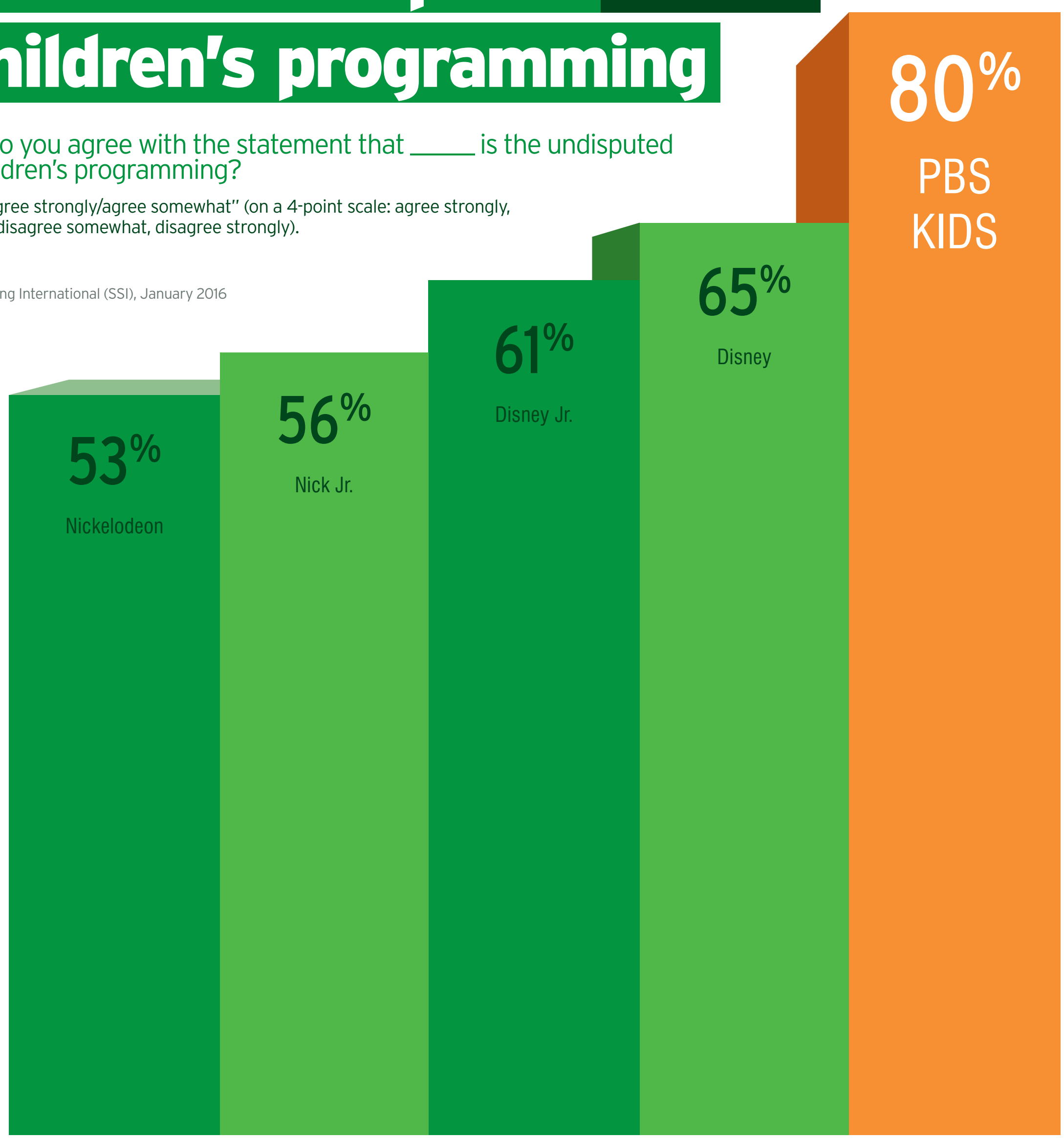
PBS — AMERICA'S LARGEST CLASSROOM

PBS is the undisputed leader in children's programming

How much do you agree with the statement that _____ is the undisputed leader in children's programming?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



IN 2015 PBS KIDS MOBILE APPS AVERAGED MORE THAN
352 MILLION
VIDEO STREAMS PER MONTH

Source: Google Analytics January - December 2015

PBS

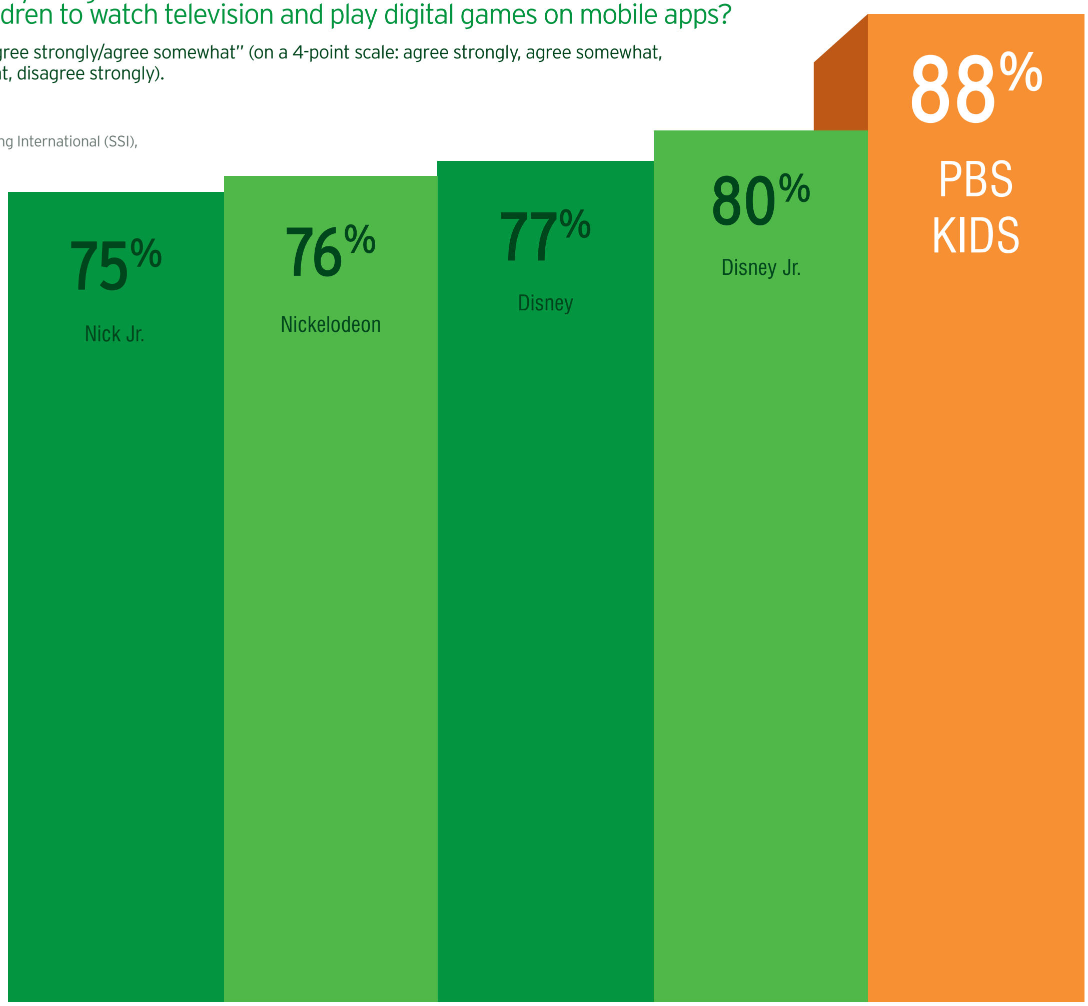
AMERICA'S LARGEST CLASSROOM

PBS is a trusted & safe place to watch television & visit digital platforms

How much do you agree with the statement that ____ is a trusted and safe place for children to watch television and play digital games on mobile apps?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



CHILDREN WHO ENGAGED WITH
PBS KIDS MATH CONTENT
SAW **GREAT IMPROVEMENT** ON
STANDARDIZED MATH ASSESSMENTS

Source: Learning with PBS KIDS: A Study of Family Engagement and Early Mathematics Achievement

PBS

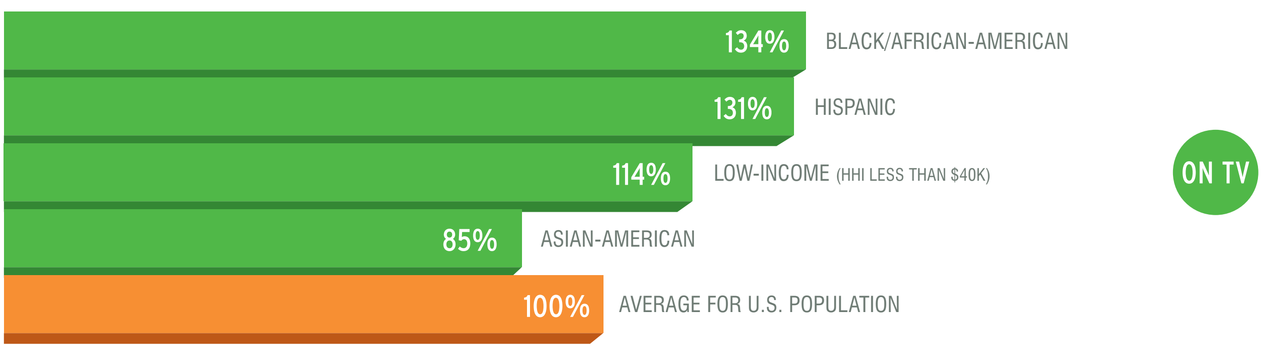
AMERICA'S LARGEST CLASSROOM

PBS serves all children

PBS KIDS attracts a higher proportion of viewers from African-American, Hispanic and low-income homes compared to their representation in the U.S. population.

PBS KIDS program audience (green) indexed to total U.S. population (orange).

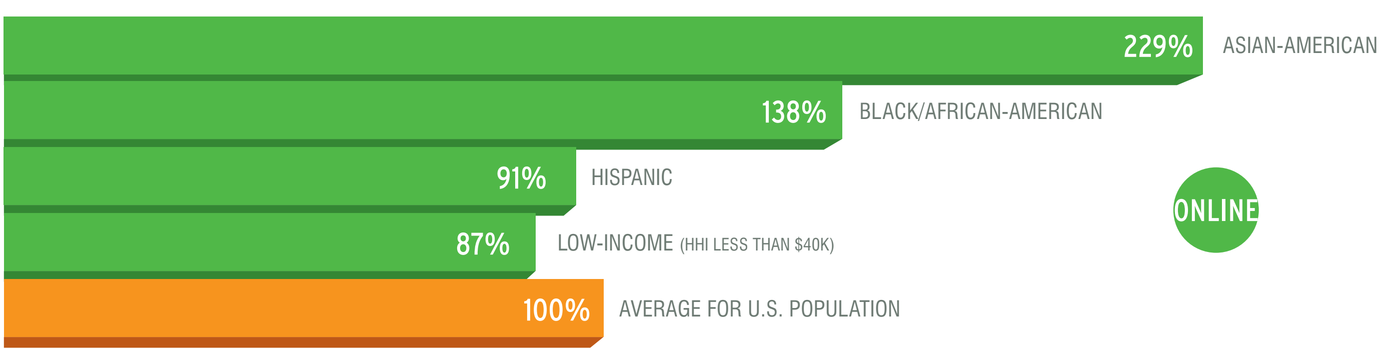
Source: Nielsen NPower, 4th quarter cume 2015



PBSKIDS.org attracts a higher proportion of web users of Asian-American and African-American homes compared to their representation in the U.S. population.

PBS KIDS program audience (green) indexed to total U.S. population (orange).

Source: Nielsen NPower, 4th quarter cume 2015



#1 MORE VOTERS TRUST PBS THAN ANY OTHER TELEVISION NEWS SOURCE

Public Policy Polling, 1/30/2014

IN 2015 PBS WON 17 NEWS & DOCUMENTARY EMMY AWARDS

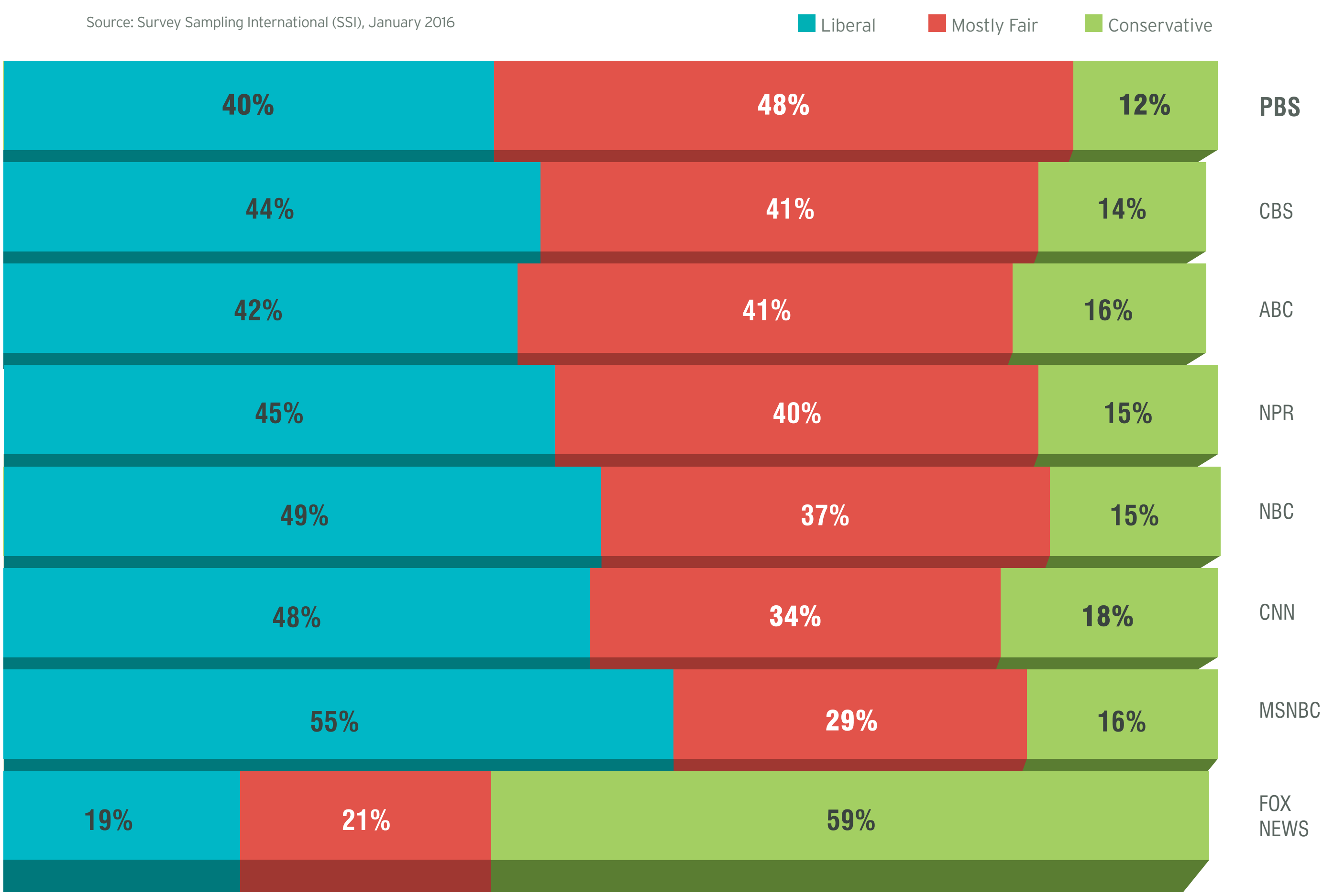
PBS

A TRUSTED WINDOW TO THE WORLD

PBS is the most fair

When it comes to news coverage, investigations and discussions of major issues on each of these networks, would you say the programs are strongly liberal, moderately liberal, moderately conservative, strongly conservative or are they mostly fair?

Source: Survey Sampling International (SSI), January 2016



IN TOTAL, PBS MOBILE APPS HAVE BEEN DOWNLOADED **20.9 MILLION TIMES**

Source: AppFigures, through December 2015

IN 2015 PBS WAS HONORED WITH **4 PEABODY AWARDS**

PBS

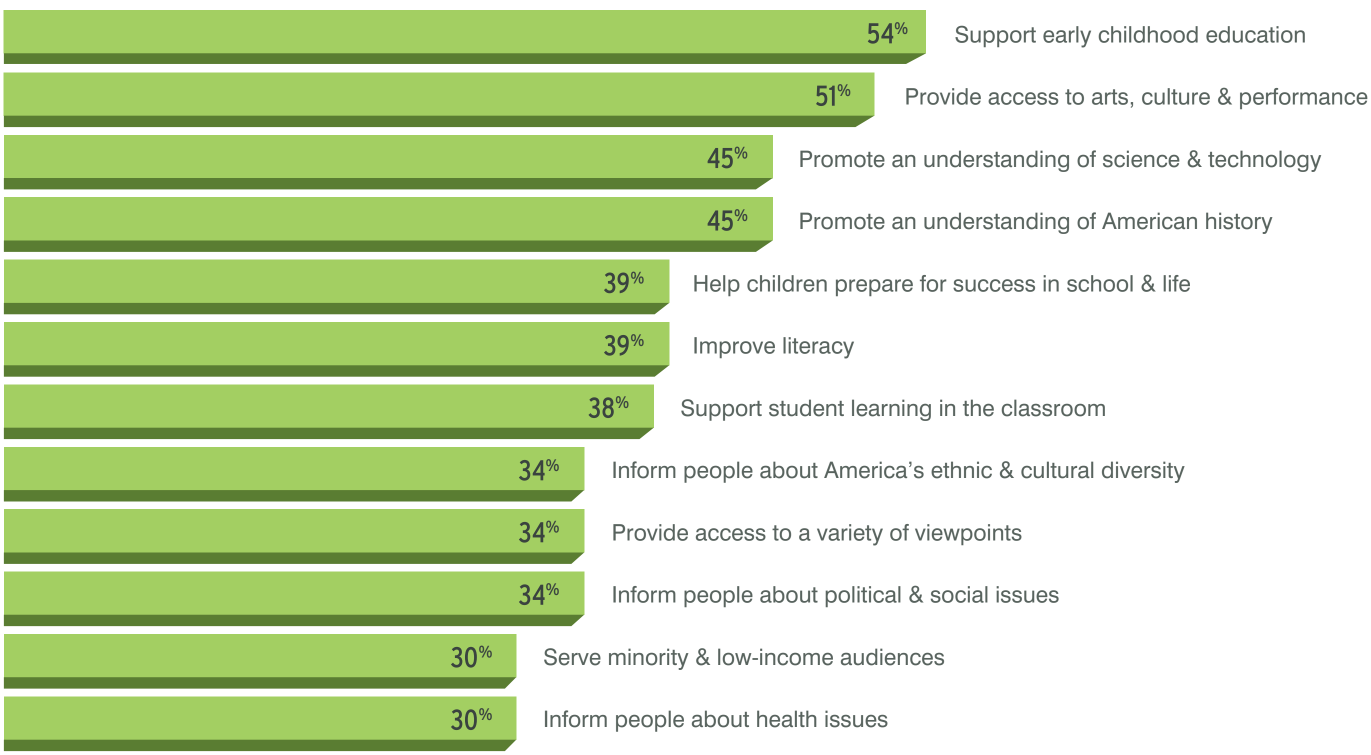
A TRUSTED WINDOW TO THE WORLD

PBS is a leader in addressing important issues

How well do PBS programs – for both children and adults – address these items?

Percent saying "addresses very well" (on a 4-point scale: very well, moderately well, not very well, not well at all).

Source: Survey Sampling International (SSI), January 2016



DURING THE 2014-15 SEASON
PBS OFFERED NEARLY
600 HOURS
OF ARTS & CULTURAL PROGRAMMING

Source: Nielsen NPower, 9/22/2014-9/20/2015

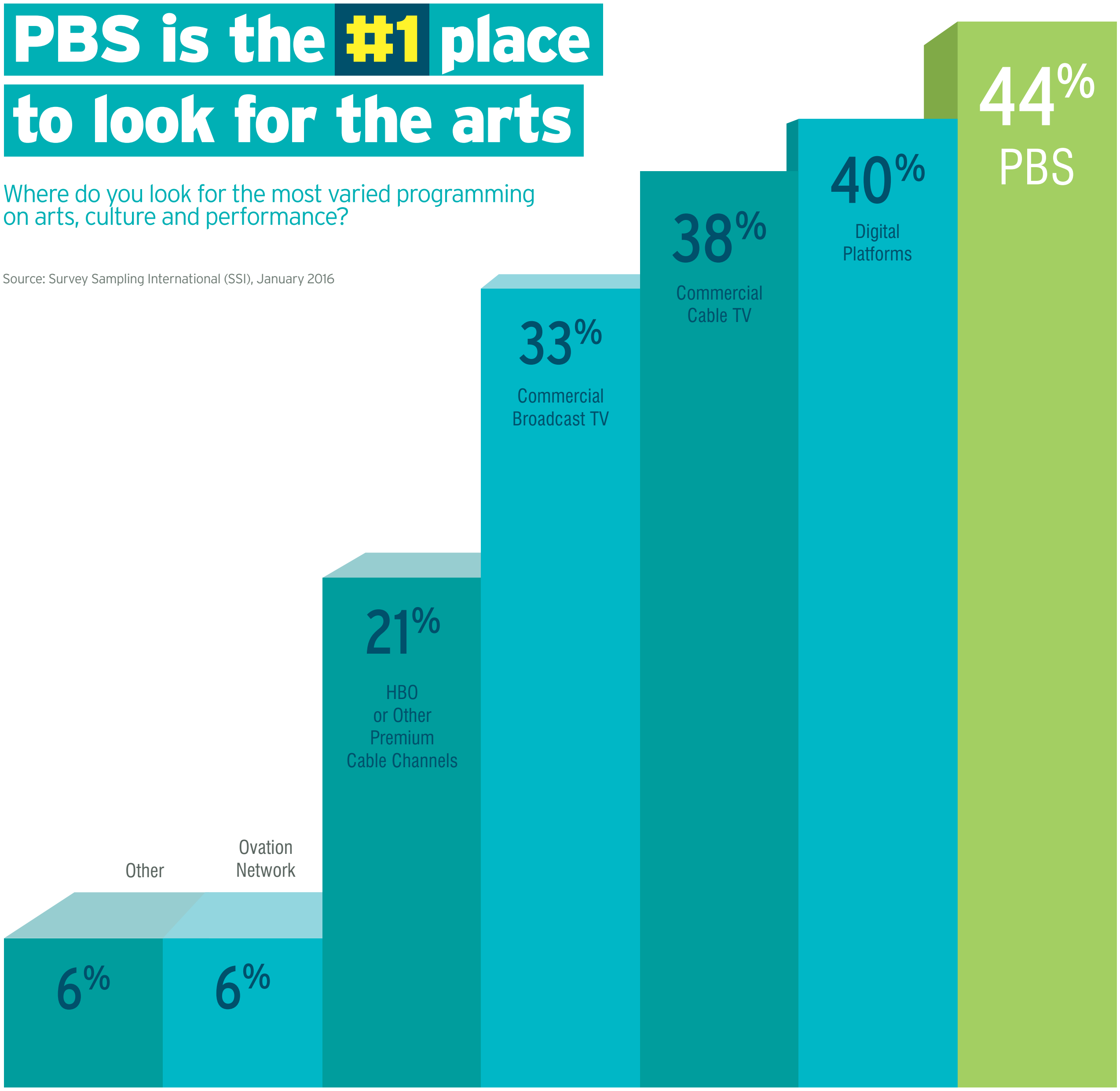
IN 2014-15 MORE THAN
113 MILLION
PEOPLE WATCHED PBS
ARTS & CULTURAL
PROGRAMMING

PBS — A TRUSTED WINDOW TO THE WORLD

PBS is the #1 place to look for the arts

Where do you look for the most varied programming on arts, culture and performance?

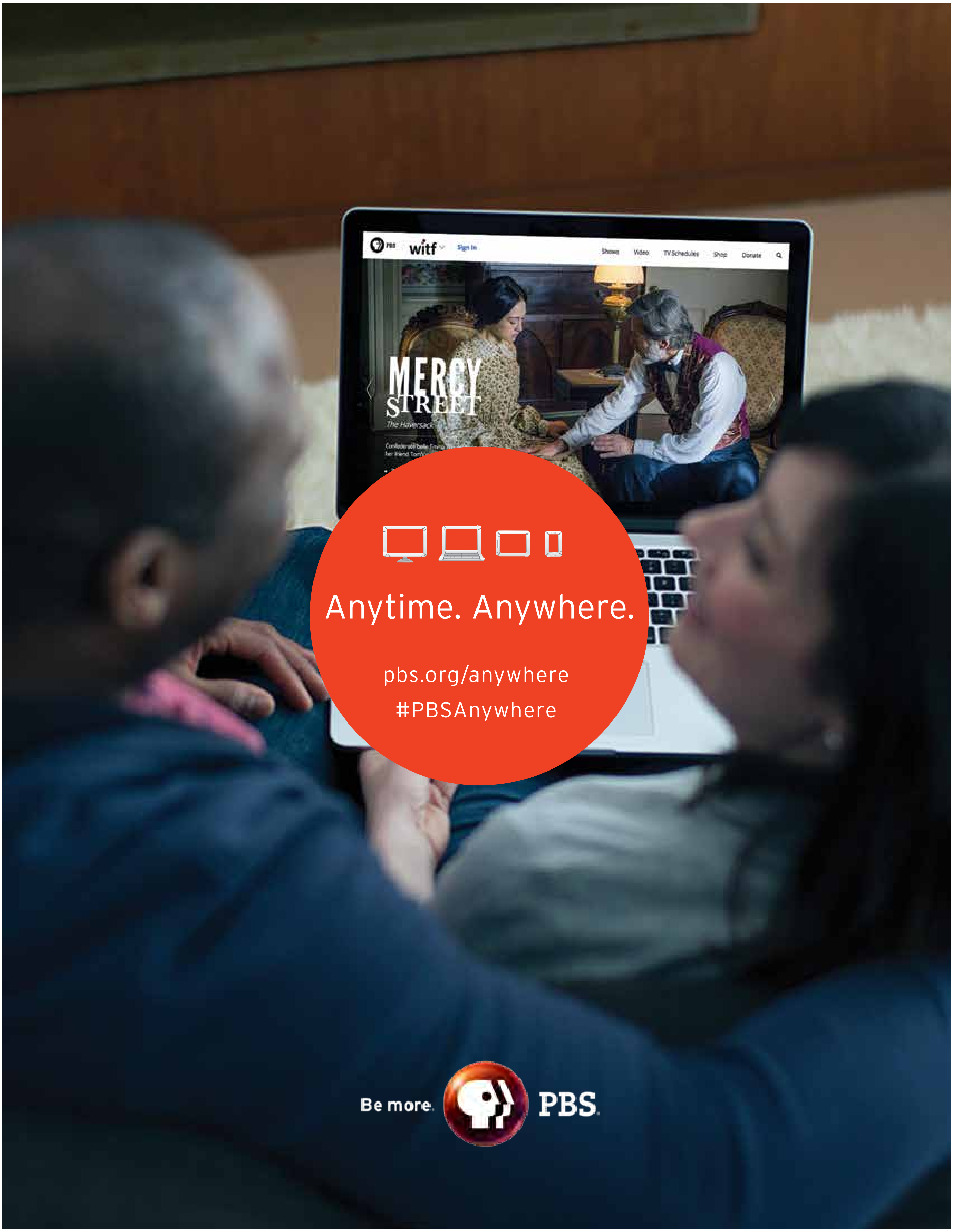
Source: Survey Sampling International (SSI), January 2016



PBS, with 350 member stations, offers all Americans the opportunity to explore new ideas and new worlds through television and online content. Each month, PBS reaches nearly 100 million people through television and over 33 million people online, inviting them to experience the worlds of science, history, nature and public affairs; to hear diverse viewpoints; and to take front row seats to world-class drama and performances.

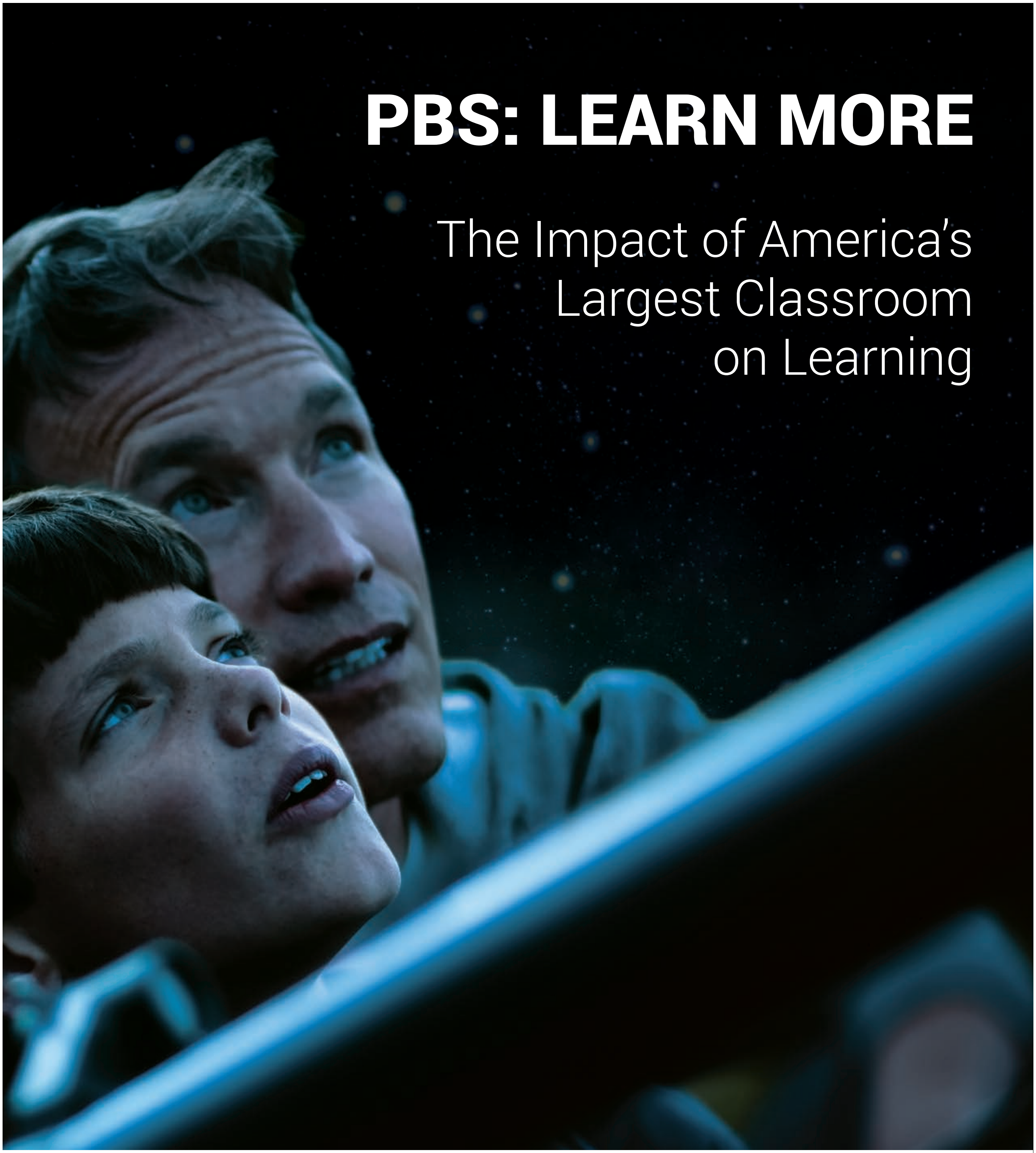
PBS' broad array of programs has been consistently honored by the industry's most coveted award competitions. Teachers of children from pre-K through 12th grade turn to PBS for digital content and services that help bring classroom lessons to life. PBS' premier children's TV programming and its website, pbskids.org, are parents' and teachers' most trusted partners in inspiring and nurturing curiosity and love of learning in children.

More information about PBS is available at www.pbs.org, one of the leading dot-org websites on the Internet, or by following PBS on Twitter, Facebook or through our apps for mobile devices. Specific program information and updates for press are available at pbs.org/pressroom or by following PBS Pressroom on Twitter.


witf
MERCY
STREET
Anytime. Anywhere.
pbs.org/anywhere
#PBSAnywhere
Be more.
PBS

PBS: LEARN MORE

The Impact of America's Largest Classroom on Learning



PBS | Education








PBS: LEARN MORE

THE IMPACT OF AMERICA'S LARGEST CLASSROOM ON LEARNING

Table of Contents

Foreword

At PBS, education is in our DNA.

PBS was founded to use the power of media to educate, engage, and inspire all Americans. We take that mission very seriously.

For decades, we've used our on-air content to get children ready for success in school and in life. We have also sparked people's curiosity about the world around them, paving the way for a nation of lifelong learners. PBS content does more than entertain, it also inspires and teaches viewers of all ages.

> "We have also sparked people's curiosity about the world around them, paving the way for a nation of lifelong learners."

To connect with viewers wherever they are, PBS has innovated and expanded its offerings beyond television. Today we make our high-quality children's and adult programming available through broadcast, mobile and digital offerings at home and in school designed to help people learn anywhere at anytime.

Just as we have done for decades, we test and evaluate the educational effectiveness of our content to guide us in how to create and deliver media that impacts achievement for learners of all ages. This report highlights the results of three studies that prove that our work is truly making a difference in learning.

This report would not have been possible without our member stations and partners, including the Corporation for Public Broadcasting, who have worked with us to both produce and evaluate much of the content studied.

I invite you to read more about our exciting work and its impact on learning. We look forward to continuing our important work in education both at home and in classrooms around the nation.

Sincerely,
Paula Kerger, *President and CEO*
PBS

Overview

Since the debut of PBS 45 years ago, education has been at the center of our mission. Many PBS member stations still have the words "educational television" in their name, even as they develop content in interactive media platforms, print, and other formats. From high-quality children's programming to a vast array of cultural, historical, scientific, and public affairs programming and tools, the broadcast and digital programming offerings of PBS are designed to help enable learning anywhere at anytime.

Since its inception, PBS has invested in evaluations to determine the educational effectiveness of its content and to use the findings to inform the development of new content. This report highlights three recent investigations into how PBS content influences learning, the effectiveness of PBS content in improving student achievement, and the readiness of PBS to connect with the next generation of educators and learners.

This report is divided into three sections:

1. The first synthesizes much of the research conducted by a broad range of scholars and research organizations over the last 15 years regarding the effectiveness of PBS content in helping to educate and inform the many audiences PBS serves.
2. The second section contains results from a new impact study conducted for PBS by the Education Development Center (EDC)—an independent, nonprofit research organization that has conducted numerous studies of the impact of digital content—examining the impact of PBS LearningMedia content on student performance when integrated into curricula. The study focused on four core subject areas in middle schools.
3. The third section shares findings from a national survey focused on the types of technology, tools, and content that today's teachers are using—and those they expect to use in the coming years. Understanding the needs of its users is an important element of PBS' work and this survey, like many others PBS has conducted over the years, influences our work.

This collective research explores the impact of PBS content across all ages and levels of schooling, and how well it works in different contexts and on multiple platforms.

PART 1: PBS and Learning: 2015 Literature Review and Quantitative Analysis

WHAT IS THE IMPACT OF PBS CONTENT ON LEARNING?

PBS creates content that inspires, engages, and educates. But what is the educational effectiveness of content developed by PBS and its partners?

To answer that question, PBS embarked on a project to gather research and do a literature review of studies evaluating the educational effectiveness of the most recent generation of programming and educational tools available from PBS. PBS also asked Education Development Center, Inc., a nonprofit research and evaluation company, to conduct a quantitative review and synthesis of all the studies to determine the impact of PBS content when used in six areas:

1. Early childhood education
2. In-school learning
3. Science, technology, engineering and mathematics (STEM) education
4. Extracurricular and lifelong learning
5. Technology platforms, such as television, computers (desktop, laptops), and mobile devices (phones, tablets)
6. Teacher professional learning.

The results reveal that 90 percent or more of the studies with measurable outcomes* show that PBS assets have significant positive impacts. The analyses demonstrate unequivocally that PBS content has a consistently positive and statistically significant effect on learning. **The research provides comprehensive evidence that PBS content makes a difference for all age groups and across commonly studied subjects and all delivery platforms.**

* These studies include both positive findings (in this report, called "fully positive" findings) or a mix of measured outcomes (referred to here as "mixed" findings). The mixed findings show positive impact for many, but not all outcomes. Only a miniscule percentage of studies found no impact across all of the areas measured. This synthesis of the results of the studies presents a top-level review of the findings, which did not take into account many of the specific features of the measures used, and thus provides a summary of findings but does not constitute a meta-analysis.

The review of 146 research studies, which were conducted principally from 2000 to 2015, covered a range of content areas (English language arts, mathematics, science), age groups (preschool through adulthood), settings (home, school, afterschool, camp), program/research purposes (student learning, adult learning, teacher professional development, features of resources, participant views of the resources), and types of technology products PBS developed to support programming (television, video, tablet, games, hand-held devices and other interactive technology).

KEY FINDINGS:

- The research findings are extremely positive, demonstrating that **PBS content has educational effectiveness and a statistically significant impact on learning**. Researchers found that 90 percent or more of the studies within a category showed a significant or positive impact of PBS content on student learning outcomes.
- **These findings remain constant across all subject areas and no matter where students learn.** This is true whether students or adults learn at home, in school, or in the community, and whether the learning took place using TV, video, tablet, games, or handheld devices and other interactive technology.
- The effectiveness of using various types of PBS content (such as video, lesson plans, interactive games)—drawn from different PBS properties in different combinations with different kinds of media platforms—affirms that **using different PBS content over various platforms to support each other improves learning.**
- The findings, taken as a whole, affirm that **PBS content adds high value to learning that goes beyond being informative and inspiring** and helps people develop skills and knowledge.

On the following pages you will find more detail about the key findings of the review of the research on PBS educational media.

Early Childhood Education

Since its inception, PBS has conducted rigorous research that has consistently demonstrated that high-quality educational television and digital content can help children learn. The impact is particularly high for reading development and also includes significant learning gains in mathematics and science, relatively newer areas of PBS content that have not been studied as extensively.

- **English language arts**. Most of the research focused on the preschool and kindergarten levels, with fewer studies of learning at the first, second, and third grades. Of the 33 relevant studies that looked at English language arts (ELA) learning from pre-K through grade three, 97 percent showed that PBS content had a statistically significant impact on student learning (55 percent fully positive, 42 percent mixed). Research findings in this area are so robust that researchers noted that some PBS products, such as *Martha Speaks* and *Between the Lions*, have the potential of helping to eliminate the achievement gap that exists between low-income students and students of color and their peers.[1]
- **Mathematics.** Of the 13 relevant studies, 69 percent had fully positive findings and 4 percent had mixed findings related to student learning.
- **Science.** All five of the studies of early childhood education that measured science learning found significant learning for students using PBS materials, although they used different assessment instruments, making comparisons difficult. Researchers noted that the findings suggest that the use of PBS materials is a promising approach to increasing science learning; however, additional research is needed to determine the specific factors within the PBS materials that influence science learning as well as which activity features are best at various ages and grade levels.





RESEARCH SPOTLIGHT: **EARLY LEARNING**

The success of educational shows on PBS has led to an expansion of excellent digital offerings, school curricula, and other early learning content across a large array of PBS KIDS programs. Research has continually confirmed that these shows help young people learn to read, use numbers, and gain social and emotional skills. The shows are effective in part because they come with additional products, tools, formats, and characters that were carefully designed to work for children and improve their learning.

Between the Lions

When compared with similar children who did not watch the show, low-income kindergartners who watched 17 episodes of *Between the Lions* had significantly greater gains in key literacy skills, such as recognizing letters and reading whole words. The show has been found to be especially effective for bilingual kindergartners, helping them to strengthen their awareness of letter-sound relationships in English (Linebarger, D. L. et al., 2004).

Curious George

A 2014 study showed that *Curious George* helped increase students' mathematical skills related to number comparison and informal concepts and increased understanding of science and science tools. The intervention also had beneficial effects on students from different ability levels (McCarthy, B. et al. 2014).

Martha Speaks

Studies showed that *Martha Speaks* provides strong support for word learning compared to the average educational television program, resulting in vocabulary knowledge scores that were between 1.39 (Moses et al., 2010) and 2.22 times higher (Pasnik et al., 2007).

Sid the Science Kid

A 2012 study found that *Sid the Science Kid* increases student understanding of science and science tools. A 2010 study found that kids using the materials asked more sophisticated questions related to concepts, replicated activities, and used terminology from the show that reflected scientific investigation and observation (Bachrach, E. R., 2012, 2010).

Super Why!

A 2009 study showed that *SuperWhy!* boosts scores on various measures of literacy development, including knowledge of letters and awareness of letter-sound relationships, with low-income children posting the greatest gains. Watching just 20 episodes was more than enough to give them a significant boost in literacy skills (Linebarger, D. L. et al., 2009).

In-School Learning

Studies exploring the impact of PBS content on learning outcomes in school settings, including classrooms and computer labs, showed significant learning gains. Of the 36 relevant studies, 94 percent showed significant impact (50 percent fully positive, 44 percent mixed findings).

The analysis showed similar positive results for each subject area.

- **English.** Of the 21 relevant studies of the impact of PBS materials on English language arts, 95 percent showed significant impact (43 percent fully positive, 52 percent mixed).
- **Mathematics.** Of the 13 relevant mathematics studies, 92 percent showed significant impact (69 percent fully positive, 23 percent mixed).
- **Science.** Of the 11 relevant studies focused on science only, all showed significant impact (82 percent fully positive, 18 percent mixed).

Taken together these findings demonstrate the benefits of using PBS assets to encourage learning within schools. The next section of this report takes a deeper look at the impact PBS content has on student achievement.

RESEARCH SPOTLIGHT: **PBS NEWSHOUR Broadens High Schoolers' Skills**

A 2013 study of 500 high school students participating in PBS NewsHour Student Reporting Labs at member stations indicated that in addition to gaining skills in communication, collaboration, and technology, students gained significant new knowledge across a wide range of subjects, became more self-confident and intellectually curious, and gained media literacy skills. Students also demonstrated an increased commitment to civic involvement (Hobbs, R. & Donnelly, K., 2013).

STEM Learning

PBS science, technology, engineering, and math (STEM) resources geared to all ages have helped students and adults become more able to understand key concepts, apply what they learn, and increase their interest in STEM fields. Of the 35 relevant STEM studies, 97 percent found significant learning (74 percent fully positive, 23 percent mixed). Of the 19 of these studies focused on math learning only, 95 percent showed significant results (63 percent fully positive, 32 mixed). Of the 11 studies focused on science only, all showed positive impact (82 percent fully positive, 18 percent mixed). All five STEM studies focused on both math and science had fully positive outcomes.

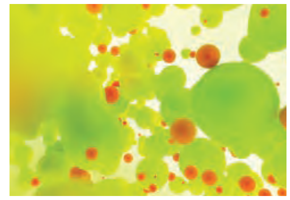
RESEARCH SPOTLIGHT: **PBS Programs and STEM Learning**

Studies of the impact of STEM content in grades three to five, supported by Ready to Learn grants, indicate that *CYBERCHASE* and *DragonFlyTV*—two programs that use real, inquiry-based investigations to teach science—helped increase children's content knowledge significantly and build critical thinking and problem-solving skills as well as student interest in science fields (Fisch, et al., 2010; Flagg 2009; and Rockman and Borland, 2006).

Similarly, elementary and middle school students watching a variety of shows—including *Mission: Solar System, FETCH!,* and *Lost in Loop*—increased their knowledge of math and science (Paulsen, 2013).

In middle and high school, studies of the impact of PBS STEM content—such as *Get the Math Modules, Design Squad Nation,* and *NOVA Labs*—showed that students demonstrated improvement in the ability to apply concepts and procedures to new problems, to understand key science and engineering concepts and processes, and to interpret and use scientific data (Fisch, 2012; Paulsen, et al., 2011; Sickler and Wojton, 2014). PBS content from *Design Squad Nation* also was shown to dispel negative stereotypes about these fields and to spark student interest in pursuing them (Paulsen, et al., 2011).




Lifelong and Out-of-School Learning

For adult learners, researchers have studied the impact of several PBS shows on student and public knowledge of current events as well as civic engagement. PBS content has been shown to increase adults' knowledge of science, technology, scientific research, and crucial issues in science, and to encourage people to pay more attention to these issues and discuss them with colleagues, friends, and family.

In fact, **all of the relevant studies for adult learning (82 percent fully positive, 18 percent mixed) showed statistically significant impacts on learning.** Specifically, programs such as *NOVA Making Stuff* and *NOVA scienceNOW,* as well as shows on specific science topics, were shown to increase public understanding of, and interest in, science issues and scientific research. Research has shown that science content knowledge increased as a result of watching, and knowledge gains were stable over time.[2] Research also indicates that community campaigns run in partnership with PBS member stations raise awareness about key issues.[3, 4]

In addition, **all of the studies of student learning outside of school demonstrated significant learning** for students using PBS content, whether at home (61 percent fully positive, 39 percent mixed), at camp (83 percent fully positive, 17 percent mixed), or in after-school programs (80 percent positive, 20 percent mixed).

Many of these extracurricular learning efforts are PBS station-led initiatives in partnership with local organizations. These efforts—in schools, libraries, community centers, museums and science centers, and PBS stations—provide after-school and summer academic enrichment to bolster learning and student confidence, and opportunities for guardians, families and childcare providers to learn more about how they can help children learn. They also provide opportunities for members of communities to come together across age groups and other characteristics to participate in informal, community-based learning experiences.

RESEARCH SPOTLIGHT: **SUMMER CAMPS**

Some PBS member stations host Summer Learning Camps associated with *The Electric Company* and *SuperWhy!* Studies of these camps have shown:

- significant learning gains
- increase in skills and knowledge
- elimination of summer learning loss

Specifically, children participating in *The Electric Company's* Summer Learning Program showed:

- 20 percent gain in numeracy skills
- 41 percent gain in mathematics vocabulary
- 17 percent gain in phonics skills

(McCarthy et al., 2011)

Similarly, in a study of 80 *Super Why!* Reading Camps, participating children showed:

- 112 percent gain in word decoding
- 64 percent gain in encoding
- 33 percent gain in reading words
- 20 percent gain in letter sounds

(Marshall et al., 2011, cited in CPB, Findings from *Ready to Learn,* 2005-2010)

Technology Platforms

As the way people engage with media continues to evolve, there has been continuous research on the impact of technology on learning, from mobile devices and apps to online games and other media.

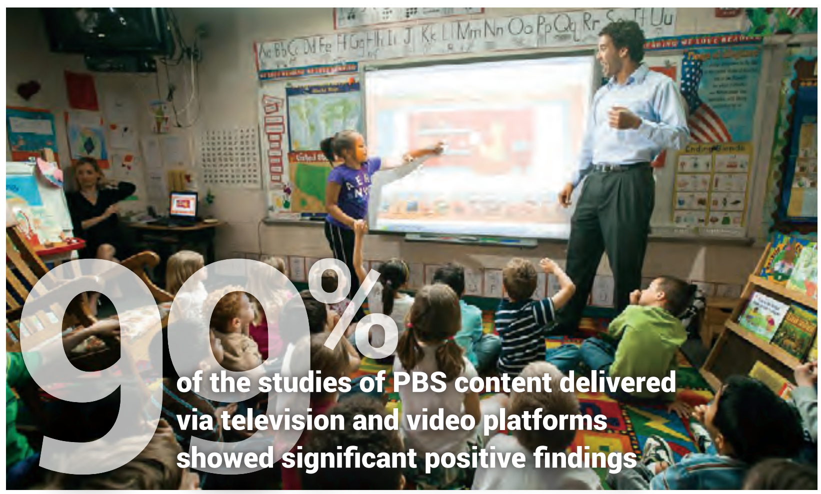
The research shows that combining PBS digital games, hands-on learning activities, and video episodes from different programs increases student literacy and numeracy skills, is useful for children at different levels of performance, and can help families work with children to improve their skills.[5, 6]

Across 63 studies about video and television delivery, 99 percent showed statistically significant impact (59 percent fully positive findings, 40 percent mixed). All of the studies involving games, interactives, and tablets (62 percent fully positive, 38 percent mixed); web pages (69 percent fully positive, 31 percent mixed); and use of documents and lesson plans (57 percent fully positive, 43 percent mixed) revealed significant student learning outcomes. Of the 28 relevant studies exploring the impact of PBS online teacher resources, 97 percent showed significant impact (79 percent fully positive findings, 18 percent mixed).

PBS content is effective because it makes the best use of different kinds of media and continues to combine these to reach young people in ways that produce the best results.

For example:

- All of the 13 relevant studies focused on a combination of television and/or video and web pages (77 percent fully positive, 23 percent mixed). All of the six relevant studies exploring how PBS television and video were combined with web pages and online teacher resources showed positive results as well (83 percent fully positive, 17 percent mixed).
- All of the six relevant studies reviewed that explored how PBS television and video were combined with games, interactive, or tablet activity and web page materials had fully positive findings.

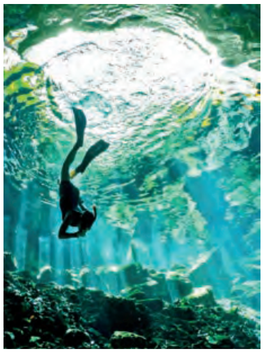


Teacher Professional Learning

Numerous studies indicate that PBS content for educators has helped teachers become more effective in teaching literacy, math, and science skills. PBS content—much of which comes from PBS TeacherLine's professional development courses—also has helped teachers to become more knowledgeable about subject matter, more able to integrate technology, more adept at introducing instructional approaches tied to best practices, and more confident in their teaching.[7, 8, 9, 10]

In fact, all of the 24 studies reviewed that had data on student learning (most of which was teacher self-reported data from surveys) found statistically significant results (75 percent fully positive findings, 25 percent mixed), including for ELA teachers (62 percent fully positive, 38 percent mixed) and math and science teachers (80 percent fully positive findings, 20 percent mixed).

The research shows that teachers rely on PBS for educational content and that efforts like *DragonFly TV*,[11] *The Electric Company*,[12] *NOVA Labs*, *PBS Transmedia Math, Project VITAL, QUEST, Sid the Science Kid, Teaching Tips*, and PBS LearningMedia have a significant impact on teaching practice, and in many cases, on student learning, engagement, and understanding of complex concepts.[13, 14, 15]



PART 2: 2015 PBS LearningMedia Impact Study

Changes in technology have transformed consumer and classroom behaviors. "Digital natives" enter school hungry for rich digital experiences. Educators see technology as a tool for classroom innovation. In response to this growing need, PBS, in partnership with the WGBH Educational Foundation, created PBS LearningMedia in 2011. An online digital media library, PBS LearningMedia is a free resource of educational materials for teachers, students, parents, and home-schooling families nationwide.

The library aggregates the research-based content produced by PBS, member stations, and public media partners, including the National Archives and NASA. It also draws from our rich history of programming, which includes such critically acclaimed PBS programs as *NOVA, FRONTLINE, American Experience,* and *PBS KIDS*.

PBS LearningMedia has the fastest-growing library of curated digital resources for educators in the PreK-12 market. The digital library currently offers teachers more than 100,000 videos, images, interactives, lesson plans, and articles in major subjects covering more than 7,000 PreK-12 curriculum topics. Among its most rapidly growing set of materials is a library of more than 1,000 Spanish-language videos spanning a wide range of subjects, including a large number in STEM fields.

But to what extent does PBS content have an impact on teaching and learning in classrooms?

To understand what happens to student achievement when students use PBS LearningMedia intensively, PBS in June 2014 engaged EDC to examine learning outcomes in 36 middle school science, math, English language arts, and social studies classrooms.

The impact study was designed to address:

- What is the effect of the use of PBS LearningMedia resources on student learning?
- What is the effect of the use of PBS LearningMedia resources on teachers and the quality of instruction?

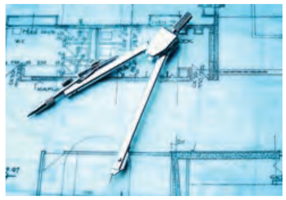
KEY FINDINGS **IN CLASSROOMS USING PBS DIGITAL CONTENT**

- **Students outperformed national assessment norms (NAEP) by 10 percentage points** and state assessment norms by 11 percentage points.
- **Students made sizeable gains in content knowledge across all four subjects**—science, math, English language arts, and social studies. On average, students made gains of 8 percentage points on content assessments from pretests to post-tests in each of the four subjects.
- **Students made significant gains in critical thinking skills.** More than half (56 percent) of students showed an increase in critical thinking skills after using the material for several weeks.
- **Teachers using PBS LearningMedia materials spent less time lecturing** and reported that the digital resources helped make student learning more active, collaborative, and engaging; improved critical thinking in the classroom; increased classroom resources; and provided more ways to use technology and individualize instruction.
- **The vast majority of teachers would recommend PBS LearningMedia** in their subject areas—English language arts (94 percent), social studies (90 percent), science (80 percent); and math (77 percent).

Participating teachers used a common set of PBS LearningMedia tools (two resources per lesson for 12-30 lessons) over a six- to 10-week period, allowing researchers to get a clear picture of the impact of consistent and intense use of purposefully selected digital content. The supplemental learning materials were identified by educators, PBS staff members familiar with PBS content, and EDC. They began by using existing curricula within the districts as starting points and searched for additional resources from the PBS LearningMedia service to enhance the lessons.

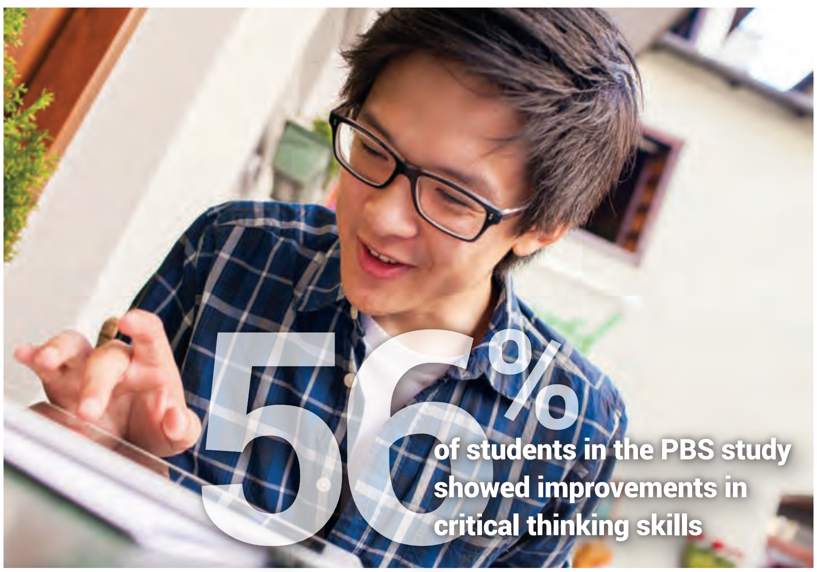
The EDC research gathered information based on student test results on highly trusted assessments of subject matter knowledge and higher-order thinking skills (including questions from the National Assessment of Educational Progress and a state assessment) as well as from instructional logs, surveys of teachers and students, classroom observations, and informal interviews.





PBS LearningMedia improves student achievement and teaching

The new research found significant increases in student achievement and deeper learning across four subject areas. The research reiterates what scores of other studies have shown: PBS digital resources add significant value to student knowledge, engagement, and higher-order thinking skills and help teachers work smarter and more effectively.



Students in classes with PBS LearningMedia content made sizable gains in content knowledge. Students' average scores on content-area assessments were significantly higher after using the LearningMedia-enhanced lessons. The number of students who answered the content questions correctly on the post-assessment increased by 8 percentage points across subject areas. On several questions, students who performed below national norms on pretests significantly exceeded them after using PBS LearningMedia. **On average, students participating in the study outperformed the national average for selected NAEP assessment questions by 10 percentage points.**

Students made significant gains in critical thinking skills. Some 56 percent of the students participating in the study showed an increase in critical thinking practices.

Using PBS LearningMedia tools improves teaching. PBS digital content met the rigorous expectations of the teachers who planned their curriculum with PBS LearningMedia resources. Specifically, teachers made significant shifts in their teaching practice and valued what the resources did for their classrooms.

The majority of participating teachers in three of the four subject areas—science (91 percent), math (69 percent), and English (54 percent)—say that PBS LearningMedia has helped their students become better able to connect the ideas covered in their classes to real-world contexts.

All social studies teachers (100 percent) and seven in 10 math teachers (69 percent) and nearly half of ELA teachers (46 percent) agreed or strongly agreed that they spend less time lecturing during class thanks to PBS LearningMedia tools and materials. Teachers in all subject areas said that the availability of the PBS content enabled them to help make student learning more active, collaborative, and engaging. For example:

- Almost three-quarters of science teachers (73 percent) agreed or strongly agreed that they are asking their students more open-ended questions with PBS LearningMedia resources, and more than nine in 10 (91 percent) participating science teachers say students are more engaged/interested.
- Nearly three-quarters of social studies teachers (72 percent) and more than half of science teachers (55 percent) reported that their students worked in small groups more frequently.
- Seven in 10 (70 percent) of participating social studies teachers and 46 percent of ELA teachers say their students are asking more and better questions during class.

In addition, social studies and science teachers, in particular, noted that the use of PBS digital resources prompted students to think more critically and to better understand content. About six in 10 participating science teachers (64 percent) and social studies teachers (60 percent) say their students think more critically as a result of using PBS LearningMedia in their classrooms. Meanwhile, 55 percent of participating science teachers say students better understand the concepts.

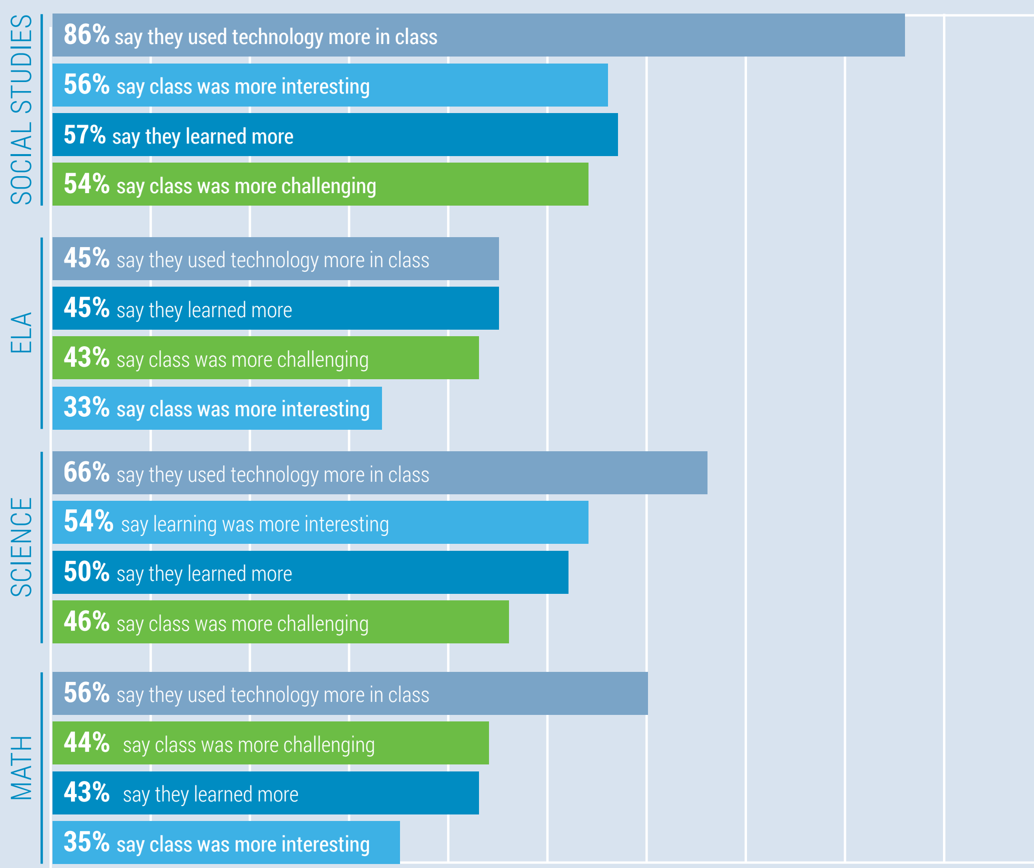
Between 80 and 100 percent of all teachers in each subject area agreed or strongly agreed that PBS LearningMedia materials provide more resources that educators can draw upon to support teaching and learning. Specifically, all science teachers, 92 percent of ELA teachers, 82 percent of math teachers, and 80 percent of social studies teachers agreed or strongly agreed that this was the case.

The vast majority of teachers would recommend PBS LearningMedia in their subject areas—English language arts (94 percent); social studies (90 percent); science (80 percent); and math (77 percent).

PBS's history of creating high-impact content has found a home in the rich offerings of PBS LearningMedia. The next section focuses on how PBS will continue to build its education portfolio with new products, tools and services.

STUDENT PERCEPTIONS BY SUBJECT AREA

Students say that PBS LearningMedia classrooms are more challenging and interesting, and that they learn more in them. Students participating in the EDC study noted that the digital resources brought classrooms alive and helped them visualize content, engage with learning activities, explore in deeper ways, engage more extensively with material, and work at their own pace.



PART 3: 2015 Future of Digital Learning Survey

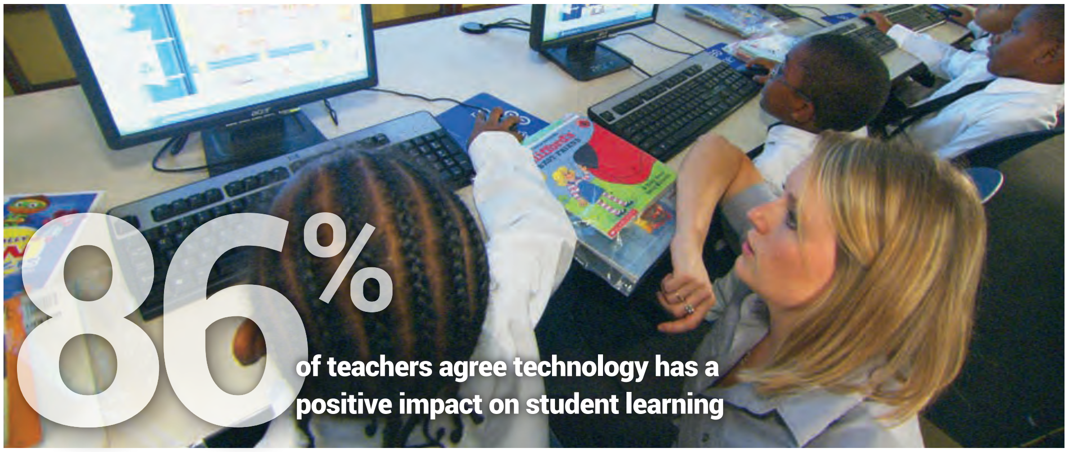
The learning landscape has shifted significantly over the past several years. Learning is now multi-platform and multi-dimensional. Learners want information in the ways they are most likely to use it—in multiple formats using new devices. The classroom is no exception to this shifting landscape, requiring that PBS continue to develop and test new ways of delivering its content.

The best way to determine what educators will need and how they will use digital content is to ask the educators themselves what they are doing now and how that is changing. PBS conducted its most recent survey, the *Future of Digital Learning Survey*, in 2015 to better understand how PBS will need to adapt its content to improve teaching and learning in new educational contexts. More than 1,500 educators responded to a call for more information. Nearly two-thirds (65 percent) identified themselves as classroom teachers, roughly evenly divided among elementary, middle, and secondary schools.

The study tells us how educators think technology will continue to transform teaching and learning in the years to come. Most excitingly, the research serves as a compass for PBS, reaffirming that our content and platforms like PBS LearningMedia are designed for the future of digital learning.

KEY FINDINGS:

- **Teachers value digital resources that support their lessons.** Teachers cite images, videos, and online lesson plans as the most valuable supplemental content, followed by games/interactives, apps, online professional development, and social media/blogs. Teachers overwhelmingly turn to the Internet to find these materials, with more than nine in 10 using Web searches and free education websites like PBS LearningMedia to find materials.
- **Nearly six in 10 educators (58 percent) think that they will use digital media to supplement textbooks,** indicating that they will look to content from sources like PBS LearningMedia to supply what textbooks alone cannot.
- **Teachers see future uses of technology continuing to evolve.** Most believe technology will continue to serve a supplementary role in the next few years, but that project-based learning, 1:1 device implementation, game-based learning, and blended learning will become increasingly important. These strategies are already being put into use, with two-thirds of teachers using project-based learning, while half have used game-based learning and 44 percent have used blended learning strategies.
- **Teachers believe their role will change as they implement more technology.** Currently, they are almost evenly split between being comfortable with experimenting with new tools and desiring additional support or direction from their schools.
- **Tools are becoming more mobile—and more personal.** The tools teachers say they are using more frequently than in past years are the ones that support 1:1 learning (each student with his or her own technology device), including tablets, e-readers, and mobile devices encouraged by bring your own device (BYOD) policies. While these tools are also among the ones large numbers of teachers report not yet using in their classrooms, they lead the technologies educators believe will be used more frequently over the next five to seven years.



Following are the findings in greater detail:

Educators who use technology overwhelmingly see its benefits. Large majorities of survey respondents agree or strongly agree that classrooms need to embrace a 21st-century curriculum (88 percent), that technology is a teaching aid that would be hard to live without (84 percent), that technology is a new and exciting way to communicate with and motivate students (92 percent), that it allows teachers to go deeper into core curriculum topics than ever before (85 percent), that it has a noticeable positive impact on student learning (86 percent), and that it creates an environment of greater student collaboration (78 percent). Conversely, just one in three believes that using technology requires too much work on the part of teachers.

Not all technology-savvy teachers have access to multiple media. While more than eight in 10 have access to personal computers, only a little more than half have interactive whiteboards, tablets, and electronic readers. Other tools, including mobile devices, are used daily by at least one-fourth of teachers.

Technology Used by Educators	
TEACHERS SUREYED	1,544
Personal computers or laptops	81%
Interactive white board (e.g., SMART Board)	58%
Tablets/electronic readers (iPad, Kindle, etc.)	52%
Mobile devices (including cell phones, smart phones, iTouch devices)	41%
Portable lab	29%
Chromebooks	23%
Other	9%
None of these	1%

Technology is being used more frequently in the classrooms of teachers who are most comfortable with it. Fewer than one in 10 educators surveyed said that they are using these tools less frequently than in past years, and fewer than 10 percent of teachers said they never use any type of technology specified as instructional tools.

Tools are becoming more mobile—and more personal. The tools that tech-savvy teachers say they are using more frequently than in past years are the kinds of devices that support 1:1 learning, including tablets, e-readers, and mobile devices such as those encouraged by bring your own device (BYOD) policies. However, these tools are also the ones that the largest numbers of teachers say they have never used in their classrooms, suggesting that the implementation of these tools and policies remains uneven. But that is likely to change: tablets, e-readers, and mobile devices also lead the technologies teachers believe will be used more frequently over the next five to seven years.

Teachers who use technology believe these tools help them in important ways. Large majorities believe that using educational technology helps them reinforce and expand on the content they are teaching (88 percent), demonstrate something they couldn't otherwise show (80 percent), and respond to students with different learning styles (79 percent). Other benefits more than half of all teachers cite include increasing student motivation, making students more technology-literate, providing additional practice for struggling students, changing the pace of classroom work, and teaching current events and breaking news.

Technology users value digital resources that can support their lessons. They rank images, videos, and online lesson plans as the most valuable supplemental content, followed by games/interactives, apps, online professional development, and social media/blogs. Those who use these resources use them regularly—nearly one in three teachers uses images in lessons every day.





Educators who use technology overwhelmingly turn to the Internet to find supplemental content. Most teachers find digital learning materials through Web searches (93 percent), free education websites including PBS LearningMedia (91 percent), and video sites like YouTube (88 percent). Fewer than half access school and district-supplied resources (40 percent) or paid services (38 percent). Teachers also say these readily available materials are sufficient for their needs: More than three-quarters of teachers (76 percent) say they have the content they need to support technology use in their classrooms.

Online Resources Used by Educators

TEACHERS SUREYED	1,544
Web searches (Google, Bing, etc.)	93%
Free education sites (e.g. Share My Lesson, PBS LearningMedia)	91%
Video sites (YouTube, SchoolTube, etc.)	88%
News sites (NBC, CNN, etc.)	42%
School or district supplied resources	40%
Paid subscriptions (e.g. Discovery, Safari Montage)	38%
Other	8%
None of these	1%

Educators who use technology believe digital media will continue to serve a supplementary role in the next few years. Teachers are skeptical about online textbooks, with less than a third of teachers believing their teaching materials will become online-only in the next five to seven years. Most (58 percent) expect to continue to use digital resources to support traditional textbooks during that time period.

But the nature of supplementary technology will continue to evolve, these educators say. Teachers believe project-based learning and 1:1 device implementation will become more important classroom techniques over the next five to seven years, as will game-based and blended learning scenarios. And they're already being put into use—two-thirds of teachers (74 percent) already are using project-based learning, while half (50 percent) have used game-based learning and 44 percent have used blended learning strategies.

Supplementary Technology Forecast

TEACHERS SUREYED	1,544
Project-based learning	74%
Game-based learning	50%
Blended learning	44%
1:1 device implementation	35%
Bring Your Own Device (BYOD)	31%
Flipped learning	24%
Coding	17%
Other	3%
None of these	8%

Teachers know how to use these tools—but they want more training on how to put them to better use. Only 12 percent of teachers have not had any formal educational technology training, but large numbers say they want more, particularly for specific tools whose use is growing. More than half (51 percent) want more training on tablets and e-readers, while 36 percent want training on supporting the use of mobile devices by students. Nearly as many (46 percent) say they need more training for interactive whiteboards. Teachers are roughly split between being comfortable with experimenting with new tools and desiring support—nearly four in 10 say they wish their schools or districts had a special department to support teachers on technology, and one-quarter wished they had more direction on how to use it.

Teachers know their role is changing. Majorities believe that as technology becomes more prevalent in the classroom, teachers will focus more on technology implementation, spend more of their time teaching online, and will require new skills in technology support. Less than 15 percent agree or strongly agree that their role will stay the same.

Conclusion

As this report shows, numerous studies by a variety of researchers have found, across multiple subject areas and formats, that PBS content has a statistically significant positive impact on learners of all ages. This impact is likely to continue well into the future as digital media continues to play an important role in learners' everyday lives.

PBS, its member stations, and partner organizations remain committed to producing high-quality educational content, informed by research, that inspires, engages, and entertains learners of all ages — wherever learning is happening. Our approach is to optimize learning for all age groups in ways that work in diverse settings. With support from federal agencies, partners, and members, PBS will continue to deliver rich, trusted, and effective digital media to help people learn more and be more.

Endnotes

1 Urban children who watched Martha Speaks at home over 4 weeks (16 episodes) made such large gains in vocabulary that researchers noted the significant promise of educational television to help prepare readers and to lower failure rates in school: "[E]ducational television designed using evidence-based vocabulary instructional best practices is an easily scalable, near universally available intervention tool with the power to reach young children most at-risk for early and lasting reading and school failure." See Linebarger, D. L. (2010), *Television's impact on children's reading skills: A longitudinal study.* Philadelphia, PA: Annenberg School for Communication, University of Pennsylvania.

In a series of studies, researchers at the University of Pennsylvania found that students learned more by watching *Between the Lions* and reading books and print materials based on the same characters than by simply watching the show. Researchers then found large gains when teachers were also supported with lesson plans, additional learning tools, and coaching and mentoring. A 2010 randomized controlled study by researcher Deborah Linebarger found that low-income African-American students in classes where teachers had all of these supports made gains of up to 300 percent on key aspects of early literacy—including tests of oral language and vocabulary, word recognition, and phonemic awareness. (See http://www.cpb.org/rtl/FindingsFromReadyToLearn2005-2010.pdf, p. 19).

In 30 weeks, the gains posted by low-income and African-American children were large enough to put them on course to catch up with middle-class and European-American children. See Linebarger, D. L. (April 2009) *Evaluation of the Between the Lions Mississippi Literacy Initiative 2007–2008.* Philadelphia, PA: Children's Media Lab, Annenberg School for Communication, University of Pennsylvania.

A longitudinal study conducted by Linebarger of 141 kindergarten children living in low-income, rural settings in the Appalachian region of the United States showed that children who used *SuperWHY!* for a four-week period at the beginning of the school year improved their early literacy skills continually throughout the academic year. She also found that higher levels of exposure (including viewing the program, engaging with classroom literacy materials, and playing a character's game of the week online) added further benefits. See Linebarger, D. L. (2010). *Television's impact on children's reading skills: A longitudinal study.* Philadelphia, PA: Annenberg School for Communication, University of Pennsylvania.

2 The *NOVA Making Stuff* Season 2 series and website were shown to significantly increase public understanding that basic research leads to technological innovation. The series and the website engaged the public and made them excited about scientific innovation and more interested in learning about it. See Paulsen, C. A., Beauchamp, A., & Bylund, J. (2014). *NOVA Making Stuff Season 2: Summative evaluation report.* Concord, MA: Concord Evaluation Group.

Adults watching *NOVA scienceNOW* on TV and online reported that the program contributed to their sustained interest in current scientific research. They appreciated content that was related to an existing topic of interest, that was innovative and exciting, and that pushed the boundaries of their thinking. Participants increased their use of multimedia resources to learn about current science research. They were inspired to seek out additional information and to discuss stories from the series and website with family, friends and colleagues, and particularly their young children. Participants actively searched to join science cafes associated with *NOVA scienceNOW* in their area(s). See Bachrach, E. R., Parkinson, K., & Goodman, I. F. (2011). *NOVA scienceNOW Season 5 summative evaluation: Executive summary.* Cambridge, MA: Goodman Research Group, Inc.

Viewers of *NOVA scienceNOW* believe the program is successful in making science content approachable for all viewers. Science content knowledge increases as a result of watching, and knowledge gains remain over time. The topics featured in NSN often lead to later conversations with friends, family, or colleagues. During a three-month viewer study, almost all participants discussed at least one NSN topic with a friend, family member, or colleague. Interest in both biomedical topics and careers were positively influenced by the NSN activities (Peterman, K., Pressman, E., Goodman, I., 2007).

3 Orlando, E., Coddington, N., Herman, T., & Knestis, K. (2011). *WXXI/WSKG LSI (Local Service Initiative), Healthy You/Working on Wellness: Child obesity prevention in the western and southern regions of New York State, final evaluation report.* Syracuse, NY: Hezel Associates.

4 Goodman Research Group (March 2001). *Building Big outreach evaluation: Executive summary.* Cambridge, MA: Author.

5 Penuel, W. R., Bates, L, Gallagher, L. P., Pasnik, S., Llorentea, C., Townsend, E., Hupert, N., Domínguez, X., and VanderBorght, M. (2012). Supplementing literacy instruction with a media-rich intervention: Results of a randomized controlled trial. *Early Childhood Research Quarterly* 27 (1), 115–127.

6 Pasnik, S., & Llorente, C. (2013). *Preschool teachers can use a PBS KIDS transmedia curriculum supplement to support young children's mathematics learning: Results of a randomized controlled trial.* A report to the CPB-PBS Ready To Learn Initiative. Waltham, MA: Education Development Center & Menlo Park, CA: SRI International.

7 See, for example, the following studies on TeacherLine: Hezel Associates, LLC (2010). *Testing the efficacy and impact of a selected PBS TeacherLine course: Final report.* Prepared for PBS Teacherline. Syracuse, N.Y.: Author.

8 McCarthy, B., Tiu, M.; Li, J., Martinez, S., Tafoya, A., and Flaherty, J. (2011). *Evaluation of PBS TeacherLine Peer Connection Website.* A report prepared for the Public Broadcasting Service. Washington, D.C.: WestEd.

9 Overbaugh, R. &Lu, R. (2008). The impact of a NCLB-EETT funded professional development program on teacher self-efficacy and resultant implementation. *ISTE Journal of Research on Technology in Education,* 41 (1). Retrieved from http://files.eric.ed.gov/fulltext/EJ810574.pdf.

10 Lowther, D., Ross, C., Burgette, J., Huang, Y., Zoblotsky, T., & Sivin-Kachala, J. (2012). *Teaching climate change: Results from the Fall 2010 - Winter 2011 evaluation of PBS TeacherLine's Global Climate Change Education (GCCE) Professional Development.* Memphis, TN: Center for Research in Educational Policy.

11 Rockman, S. and Borland, J. (2006). *Using video in the science classroom: Report on a four-month study of teachers' use of DragonflyTV videos and educator guides.* San Francisco, CA: Rockman et al.

12 McCarthy, B., Michel, L., Tiu, M., Atienza, S., Rice, J., Nakamoto, J., & Tafoya, A. (2011). *An evaluation of The Electric Company summer learning program.* A report prepared for the Corporation for Public Broadcasting and the Public Broadcasting Service. Washington, DC: WestEd.

13 Paulsen, C.A., Green, S. & Carroll, S. (2011). *Design Squad Nation: Evaluation report.* Concord, MA: Concord Evaluation Group, LLC.

14 Hezel Associates (2008). *Project VITAL final summative evaluation report.* Prepared for PBS Channel Thirteen/WNET. Syracuse, NY: Author.

15 McCarthy, B., Atienza, S., & Tiu, M. (2012). *Evaluation of Boston University's Teaching Tips Modules for using PBS KIDS transmedia suites in kindergarten classrooms.* A report to the CPB-PBS Ready To Learn Initiative. San Francisco, CA: WestEd.

A complete bibliography of the studies examined in this report is available online at http://pbs.bento.storage.s3.amazonaws.com/hostedbento-prod/filer_public/PBSLM%20Marketing/PBS%20Learn%20More%20Bibliography.pdf

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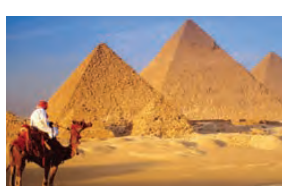
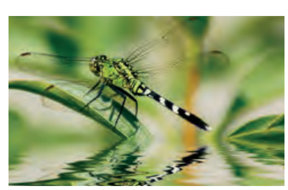


SUBJECT

Legislative Ideas - 2017 Legislative Session

REFERENCE

June 2012	The Board approved six (6) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.
June 2013	The Board approved eight (8) of eleven (11) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.
June 2014	The Board approved ten (10) of twelve (12) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.
June 2015	The Board approved sixteen (16) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas, legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Governor's Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal note. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2017 Legislative Session. Legislative ideas submitted to DFM are forwarded for consideration by the Governor.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board approval at the June Board meeting. The Board office received one (1) legislative idea from the Board's Indian Education Committee and two (2) legislative ideas from the Division of Career Technical Education (CTE). No legislative ideas were submitted by the institutions. One of the legislative ideas submitted by CTE requires additional development prior to consideration by the Board and will be brought back with the proposed legislation if finalized.

Descriptive summaries of the legislative ideas are provided in Attachment 1 and Attachment 2.

IMPACT

Staff will move Board-approved legislative ideas through the legislative process and will bring the legislative language back to the Board at a future meeting for approval. Legislative ideas not approved will not be submitted to DFM.

ATTACHMENTS

Attachment 2 – Other Legislative Ideas Page 12

STAFF COMMENTS AND RECOMMENDATIONS

The legislative idea submitted by the Indian Education Committee amends section 33-1252, Idaho Code pertaining to the makeup of the Professional Standards Commission (PSC). The proposed amendment would increase the size of the committee by one to 19 members, and specify that the new member shall be an American Indian educator from the public school system. The committee felt strongly about the need for this amendment and provided letters of support from three of Idaho's tribes. While the Board has recognized the need to focus on identifying policies and initiatives that could help Idaho reduce the education gap for American Indian students the proposed amendment could be problematic. American Indian students are not the only population within the state that is traditionally underserved and has a large educational achievement gap. The current PSC nomination process is silent with respect to consideration of any specific population, and allows for nominations from a wide range of stakeholder groups or individuals. If the Board were to single out positions on the PSC for each of our traditionally underserved populations with a large educational achievement gap, it would need to do so for other populations (e.g. Hispanic/Latino). For this reason alone, Board staff does not recommend approval of this legislative idea at this time. The Board may want to consider the development of policies and procedures that are within the current statute parameters that encourage individuals who work in our public schools system and our members of these groups to apply for membership on the PSC and are considered equally.

Legislative ideas are required to be submitted to DFM by August 5, 2016. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM September deadline for final Board approval.

BOARD ACTION

I move to approve the legislative ideas as submitted in Attachment 1 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Recommended Legislative Ideas

Related to Task Force Recommendations

As part of the work implementing the Governor's Task Force for Education Improvement recommendations Board staff have been tasked with regularly reviewing and identifying education sections of code that could be repealed or amended to provide school districts with greater autonomy while maintaining accountability. Board staff have Identified the following legislative ideas:

1. Statement of Purpose

Section 33-208, Idaho Code specify that it is not mandatory for students to attend kindergarten and Section 33-202, Idaho Code contain language regarding the age range for compulsory school attendance. The proposed legislation would combine the sections and update language for consistency. The purpose of the change it to help individuals to find the information and help with inquiries regarding how the two section work together.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

2. Statement of Purpose

The proposed amendment would repeal section 33-503A, Idaho Code. This section of code identified the timeframe for transitioning school trustee terms from three to four years. These timeframes have based on this section is no longer necessary.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

3. Statement of Purpose

Section 33-602, Idaho Code authorizes school buildings or vacant land owned by a school district to be used as a community center or for other public purposes. School districts already have this ability, and it is not necessary to specifically authorize it through this statute. The proposed legislation would repeal the section.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

4. Statement of Purpose

Section 33-604 and 33-605, Idaho Code, authorizes school Boards of Trustees to develop, build, and maintain systems for collecting renewable energy and to then sell excess energy that had been collected. Boards of Trustees have the ability to authorize the development of renewable energy sources for school district use, and it has become common practice for individuals who have developed such systems to sell back excess energy if the power companies are interested. It has been determined that these sections of code are unnecessary, the proposed legislation would repeal them.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

5. Statement of Purpose
Section 33-1206, Idaho Code grandfathered in teaching certificates that were in valid and in good standing prior to September 1st, 1947, and some protection for individuals who held a valid certificate issued after August 31st, 1947, subject to any amendments to certification regulations that the Board may adopt. It has been determined that this section is no longer needed. The proposed legislation would repeal this section of code.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

6. Statement of Purpose
Title 33, Chapter 18 (School Safety Patrols) authorizes Boards of Trustees to appoint school safety patrols from the student body for directing traffic at school crossings and makes it unlawful for drivers to disregard the reasonable directions from these individuals. Much of the language in this Chapter is outdated. Additionally, Boards of Trustees have the ability to create safety patrols without this specific authority. The proposed legislation would repeal the Chapter and move the language specific to the disobeying school safety patrol directions to Chapter 6, Title 49 (Rules of the Road, Motor Vehicles), which already contains language pertaining to school zones. If approved Board staff will work with law enforcement on moving the applicable language to Title 49.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

7. Statement of Purpose
Chapter 19, Title 33 prohibits the creation of fraternities, sororities, or secret societies in public schools and makes it unlawful to establish a fraternity, sorority or other secret society whose membership is comprised in whole or in part of pupils enrolled in the public elementary or secondary schools or to solicit students to become a member of such organization. Much of the language in this chapter is antiquated and outdated. The proposed legislation would repeal the Chapter and Board staff would work with law enforcement to determine if any language needed to be retained in the criminal section of Idaho Code.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

8. Statement of Purpose
Section 33-2006, Idaho Code, requires school districts to educate expectant mothers. The section of code is outdated and no longer necessary. School districts are required to educate students residing within the school district's boundaries (with few exceptions), there is no exception for expectant or delivered mothers. The proposed legislation would repeal this section of code.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

9. Statement of Purpose
Chapter 48, Title 33, Idaho Code sets out the provisions for the Public School Technology Grant program. This program provided grants to schools to provide equipment and resources necessary to integrate technology with instruction and was enacted in 1994. Since that time, these grants have been funded at various level cumulating in the Technology Pilot grant funding in FY14 and FY15. The Task Force recommended ending the Technology Pilot grant program and providing the funding directly to school districts. In FY16 and FY17, funding appropriated for technology was distributed directly to school districts rather than through a grant process. The proposed legislation would repeal this chapter and move the language regarding the importance of integrating technology into learning to another section of code.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

10. Statement of Purpose
Section 44-1302, Idaho Code prohibits students under the age of sixteen (16) from being employed while their local school district is in session "unless he can read at sight and write legibly simple sentences in the English language…" The language in this section is outdated and does not take into account the various modes and alternative schedules for instructions our public school students have available to them. The proposed legislation would repeal this section of code. Board staff will work with the Department of Labor to assure there are no portions of the language that need to be retained that impact other sections, however, a preliminary review has identified no areas of concern.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

11. Statement of Purpose
Section 33-4501, Idaho Code, was enacted in 1990 and sets out the requirements for a statewide model school accountability report card as well as the minimum measures that would be contained in it. This requirement is separate from the federal accountability requirements and had been coopted by the federal reporting. School districts did not understand that even with the federal accountability reporting requirements the statutory ones also had to be included in their report cards, resulting in many of the required measures being dropped off the school district report cards. The Task Force subcommittee recommended the system be re-evaluated and updated. The proposed legislation would update this section of code based on the recommendation of the Accountability Oversight Committee recommendations, resulting in a single system of statewide accountability that meet both our state needs as well as the federal requirements.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

Other Recommended Legislative Ideas

12. Statement of Purpose

Section 33-3604, Idaho Code, was enacted in 1963, with the enactment of the compact for cooperation in higher education. This compact provides the provision for Idaho's participation in the Western Interstate Commission for Higher Education. At that time students participating in what is now referred to as the Western Undergraduate Exchange program were obligated to pay back Idaho's cost, with interest for the student to participate if the student did not work in Idaho for a period of two years, within three years, of completion of the program. The current language is not in alignment with how the program now works, the proposed legislation would update this section with language applicable to current practices or repeal it in its entirety if it is found to no longer be applicable.

Fiscal Note

There would be no fiscal impact from the proposed legislation. There are currently no payments being received from these students.

13. Statement of Purpose

The purpose of this legislation would be to provide a means for school districts to provide health insurance coverage for their staff that would leverage the combined buying power of the school districts through the use of the Idaho School District Council. The Idaho School District Council is a cooperative service agency formed for the purpose of providing educational services more economically through cooperatives with two or more member districts, enter into contracts to employ specialized personnel and/or purchase materials or services including life, dental and supplemental health insurance, and study issues and develop recommendation on issues of mutual concern. Administration costs for the council are covered by annual membership dues and contract provisions.

Fiscal Note

The fiscal impact will be developed based on the actual provisions of the legislation. The intent is to provide a cost savings to the school districts as a whole.

14. Statement of Purpose

Section 33-5213, Idaho Code establishes the Public Charter School Commission including provisions regarding appointment to the commission and terms for said appointments. The proposed legislation would provide clarifying language regarding the terms of appointment and the rotation for the appointment of members. Originally, all members were appointed by the Governor. In 2013, appointments were changed so that they are made by the Governor, Speaker of the House, and the President Pro Tempore of the Senate, on a rotating basis, such that three members in a row are appointed by the Governor, until all positions appointed prior to 2013 have been reappointed or new members have been appointed. Following this schedule each member is then reappointed by the same appointing authority that originally appointed them. This processes has caused some confusion and the Board has been asked to amend the section to clarify the order of appointments.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

15. Statement of Purpose
Proposed changes would amend section 33-2403, Idaho Code, adding clarifying language regarding which schools are exempt from registration. Currently individuals or entities that are regulated by another state agency, commission or board pursuant to Title 54, Idaho Code are exempt from registration. Additional clarifying language will be added regarding the exemption of proprietary schools that provide training for these individuals. This legislation was approved by the Board last year and then held for consideration at the request of the Bureau of Occupational Licensing to allow them time to run concurrent legislation regarding the same issue.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

16. Statement of Purpose
As part of the work being done on addressing some of our teacher shortage area the inability to hiring recently retired teachers has been identified as a barrier, specifically the restriction on re-employing an individual within ninety (90) days from their retirement date. The proposed legislation would remove barriers to re-employing retired teachers to allow them to return to work. These individuals typically would service on a part-time bases teaching one or two classes a day or working in a mentoring capacity. If approved by the Board, Board staff would work with the Public Employee Retirement System (PERS) to develop the legislation to assure there were no unintended consequences.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

17. Statement of Purpose
Section 33-1001, Idaho Code contains the definitions that are used throughout Chapter 10, Title 33. This includes the definition of pupil services staff and instructional staff as they are used in the career ladder. The proposed amendment would provide technical changes to the definition of instructional staff to make it clear that certificated teachers working in a mentoring capacity still fall within the classification. These individuals currently are within this classification, however, we have received questions asking for verification of this fact. The changes to the language would make it clear so there is no confusion in the future.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

18. Statement of Purpose
During the 2015 Legislative Session the legislature requested the Board add pupil service staff to the career ladder and the master teacher premium provisions. During the 2016 Legislative Session pupil service staff were added to the career ladder. This legislation would amend Section 33-1004I, Idaho Code, making pupil service staff eligible for the

Master Teacher Premium. This change was not made during the 2016 Legislative Session to allow time for the Master Teacher Premium requirements to be developed. Development of these standards will allow Board staff to better explain the high standard that will be in place for these premiums when they become available July 1, 2019.

Fiscal Note
The fiscal impact would be variable based on the number of pupil service staff that were eligible and chose to apply for the premium.

19. Statement of Purpose
During the 2016 Legislative Session, HB 570 created a new chapter, Chapter 58, Title 33, Idaho Code known as the Innovation School Act. The Board office has received questions regarding some of the provisions within the Act and how they work together. The proposed legislation would add clarifying language to help school districts to better understand the process and requirements. Because the section of code is not effective until July 1, 2016 it is difficult at this time to know how large some of these issues are. Due to the timing of legislative ideas, Board staff is providing this as a place holder. Final language would be considered by the Board prior to submission of the legislation and will be dependent on stakeholder input and issues identified by the school districts.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

20. Statement of Purpose
Section 67-5303, Idaho Code, provides for the application of the state personnel system on certain employees. Section 67-5303(j) defines those position that are part of our public educational system that are non-classified employees. The current language in this section includes a definition of "officer" that includes pay grade and Hay Points that are not in alignment with Idaho's current pay grades. The proposed legislation would update the definition to be in alignment with Idaho's current pay grades.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

21. Statement of Purpose
Section 33-1004J, Idaho Code sets out the provisions for the Leadership Premiums, during the 2016 Legislative Session this section of code was amended to require individuals who receive the premium to receive not less than $900. The appropriation is based on $850 per full-time equivalent (FTE) instructional and pupil service staff position employed by the school district. The Board has been asked to consider an amendment that would allow very small districts the ability to award the amount appropriated rather than the $900 minimum. Should the Board approve this legislative idea, Board staff would work with the sponsor of the 2016 amendments in developing the language of the legislation.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

22. Statement of Purpose
Section 33-1207A, Idaho Code, provides for provision that required teacher preparation programs to be responsible for a preservice assessment for all kindergarten through grade 12 that measures teaching skills and knowledge congruent with current research on reading practices. The proposed legislation would update the language to allow for multiple measures, in alignment with best practices, for the demonstration of these skills rather than a single assessment.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

23. Statement of Purpose
During the 2016 Legislative Session, the Board was asked to look at possible amendments to the funding formula for literacy intervention funds. There were concerns that funding based on the number of students who were not proficient would be a perverse incentive and encourage school districts to underperform. Staff are working on possible scenarios for Board consideration. Due to the timing of submittal of legislative ideas this item is a placeholder.

Fiscal Note
The fiscal impact would be dependent on the final mechanism that is chosen.

24. Statement of Purpose
Section 33-203, Idaho Code requires school districts to allow students who are enrolled in a non-public school or a public charter school to be dually enrolled in the school district. This is typically done if a student is attending a school that does not have an elective program such as band or athletic program that the student is attending. The enrollment is restricted to a school district whose attendance zone the student resides in. There has been some confusion if this also applies to other charter schools whose attendance area the student resides in. The proposed amendments would clarify that the provisions apply to all public schools including charter schools.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

25. Statement of Purpose
Section 33-133, Idaho Code, specifies student data privacy requirements. Proposed amendments would provide clarification regarding the definition of personally identifiable student data and the combination of data elements that allows for the student to be identified as opposed to data elements that when in used as a standalone data set and cannot be tied back to a student.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

26. Statement of Purpose

Section 33-5109, Idaho Code, authorizes students to enroll in dual credit courses, regardless of whether or not they are participating in an advanced opportunities program funded by the state. Originally enacted in 1997, and last amended in 1998, this section did not consider students taking credits other than academic credits and uses the term “academic” credit in discussing the credits allowed. The proposed legislation would make a technical amendment to specify that the credits could be academic or career technical as applicable to the course being completed.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

27. Statement of Purpose

Sections 33-2107A through 33-2107B, Idaho Code authorize community colleges to offer third and fourth year college curriculum contingent to specific provisions being met and State Board of Education approval. These sections of code were enacted in 1965 and much of the language contained therein is outdated. Proposed amendments would update the language in these sections to current terms and conditions as well as provide additional provisions that would allow for the teaching of third and fourth year curriculum with State Board of Education approval when there is an identified need within the community college service area that cannot be met either by the four year university or through an agreement or memorandum of understanding with the four year university.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

Division of Career Technical Education
CTE Secondary Incentive Funding

28. Statement of Purpose

The proposed legislation creates a new section of Idaho Code to provide incentive funding for Career Technical Education (CTE) secondary programs in the five CTE education program of: Business Management and Marketing, Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences. This legislation would expand incentive funding opportunities currently available only for Agricultural and Natural Resources education programs pursuant to section 33-1629.

Under the proposed legislation, the Division would provide incentive-based funding to both high performing programs and those programs in need of additional support and technical assistance. This performance-based approach would more clearly demonstrate the return on investment provided by career technical education and hold CTE programs more accountable for producing results. The performance measures and procedures for CTE program incentive-based funding would be established by the Idaho Division of Career Technical Education and approved by the State Board of Education.

Fiscal Note

The fiscal impact for FY2018 would be $415,350 to the General Fund. Of that total, $75,000 would be used to develop performance measures and a data reporting system, $325,000 would be awarded to the five programs areas, and $15,350 would cover 25 percent of a requested Grants Operations Analyst position. The requested position is a full-time position, the remaining 75 percent of this position would be used to oversee the incentive funding for Agricultural and Natural Resources education programs as outlined in section 33-1629.

Other Legislative Ideas – Not recommended at this time.

Indian Education Committee

Statement of Purpose

Amend language in section §33-1252, Idaho Code relating to the Professional Standards Commission for expansion of existing membership to include an American Indian educator in the public school systems of the State of Idaho.

Fiscal Note

The addition of a Commission member would result in increased meeting costs including travel. The actual dollar amount would be dependent on where the new member was travel from in any given year. The cost for the Professional Standards Commission currently come from a portion of the fees collected for certification.

COEUR D'ALENE TRIBE
OFFICE OF THE CHAIRMAN
CHIEF J. ALLAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-1800 • Fax (208) 686-8813

May 10, 2016

Matt Freeman
OSBE Executive Director
650 W. State St
Boise, ID 83720-0037

RE: Professional Standards Commission Recommendation

Dear Mr. Freeman,

On behalf of the Coeur d'Alene Tribe, I would like to communicate our support for an amendment to existing Idaho law which would require the Professional Standards Commission membership to include an Idaho educator who is also an enrolled member of a federally-recognized Indian Tribe.

The Coeur d'Alene Tribe and our representatives are active members of the Idaho Indian Education Committee and we support of the Idaho Indian Education Strategic Plan. This proposed recommendation is in alignment with the Idaho Indian Education Strategic Plan Goal Two and there is no fiscal impact if amended.

We believe that including a Native American educator on the Commission will promote the improvement of professional teaching practices and lead to improved educational opportunities for all students. It will also provide opportunities to increase cultural sensitivity and assist Native American students in their pursuit of academic success.

We hope that you will consider the foregoing in your evaluation of this important matter. Please feel free to contact me with any questions.

Respectfully,

Chief J. Allan, Chairman
Coeur d'Alene Tribe

CC: Johanna Jones, Office of Indian Education Coordinator, SDE
Patty Sanchez, SDE Academic Affairs Program Manager
Lori Pahvitse, SBT EET/Tribal Education Director

NEZ PERCE TRIBE TREATY OF 1855

Nez Perce

TRIBAL EXECUTIVE COMMITTEE

P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

May 11, 2016

Matt Freeman, OSBE Executive Director
650 W. State Street
Boise, ID 83720-0037

Re: Professional Standards Commission Recommendation

Dear Mr. Freeman,

The Nez Perce Tribal Executive Committee respectfully submits this letter in support of the State of Idaho Indian Education Committee for the following:

In support of the Idaho Indian Education Strategic Plan, the Idaho Indian education Committee is recommending a revision of existing §33-1252, Idaho Code for the Professional Standards Commission membership. ***Amend language in section §33-1252, Idaho Code relating to the Professional Standards Commission for expansion of existing membership to include an American Indian educator in the public school systems of the State of Idaho.***

This proposed recommendation is in alignment with the Idaho Indian Education Strategic Plan Goal Two and §33-1252, Idaho Code. Both promote the improvement of professional teaching practices to improve the quality of education for all students. The recommendation will provide opportunities for the incorporation and validation of culturally relevant pedagogy, Indigenous scholarship, and culturally responsive teaching practices to increase the relationality of learning.

In closing, this recommendation will provide opportunities to increase student engagement among American Indian students to connect their learning experiences with their own lives for the cultivation of academic success.

Respectfully,

Mary Jane Miles

Mary Jane Miles
Chairman

CC: Johanna Jones, Office of Indian Education Coordinator, SDE
Patty Sanchez, SDE Academic Affairs Program Manager

The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
PHONE (208) 478-3700
FAX # (208) 237-0797

FORT HALL BUSINESS COUNCIL
P.O. BOX 306
FORT HALL, IDAHO 83203

May 6, 2016

Matt Freeman, OSBE Executive Director
650 W. State St
Boise, ID 83720-0037

Regarding: Professional Standards Commission Recommendation

Dear Mr. Freeman,

We, the Shoshone-Bannock Tribes of Fort Hall, Idaho and active members of the State of Idaho Indian Education committee respectfully submit this letter of support in regards to the following purpose:

Amend language in section §33-1252, Idaho Code relating to the Professional Standards Commission for expansion of existing membership to include an American Indian educator in the public school systems of the State of Idaho.

In support of the Idaho Indian Education Strategic Plan, the Idaho Indian Education Committee is recommending a revision of existing §33-1252, Idaho Code for the Professional Standards Commission membership. There is no fiscal impact if amended.

This proposed recommendation is in alignment with the Idaho Indian Education Strategic Plan Goal Two and§33-1252, Idaho Code. Both promote the improvement of professional teaching practices to improve the quality of education for all students. The recommendation will provide opportunities for the incorporation and validation of culturally relevant pedagogy, Indigenous scholarship, and culturally responsive teaching practices to increase the relationality of learning.

Further, the recommendation will provide opportunities to increase student engagement among American Indian students to connect their learning experiences with their own lives for the cultivation of academic success.

Respectfully,

Blaine Edmo
Chairman of the Fort Hall Business Council
Shoshone-Bannock Tribes of Fort Hall, Idaho

CC: Johanna Jones, Office of Indian Education Coordinator, SDE
Patty Sanchez, SDE Academic Affairs Program Manager
Lori Pahvitse, SBT EET/Tribal Education Director

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SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

April 2015	The Board reviewed the institution, agency, and special/health programs strategic plans.
June 2015	Board approved the strategic plans for the agencies, community colleges, and the special/health programs.
April 2016	The Board reviewed the institution, agency, and special/health programs strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

Pursuant to section 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting with changes for final approval while still meeting the state requirement that they be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board the Office of the State Board of Education submits the plans to DFM.

The requirements set by the Board are in alignment with DFM's guidelines and the requirements set out in section 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

- **Vision:** An Outcome-Based Vision statement is an inspiring picture of a preferred future. The Vision Statement provides the reader with a clear description of how the agency/institution sees the future should their goals and objectives be achieved.
- **Mission Statement:** Agency/Institution Mission specifies an agency's/institution's purpose. It concisely identifies what the agency/institution does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the agency/institution.

  Institution mission statements must articulate a purpose appropriate for a degree-granting institution of higher education, with its primary purpose to serve the educational interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

- **Goals:** A goal is a planning element that describes the broad condition or outcome that an agency, institution or program is trying to achieve. Goals are the general ends toward which agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presented in both qualitative and quantitative form. In a strategic planning system, goals are ranked for priority. Goals stretch and challenge an agency, but they are realistic and achievable.
- **Objectives:** The objective is a planning element that describes how the agency plans to achieve a goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an agency's/institutions long-range mission and goals. Linked directly to agency/institution goals, objectives are measurable, time-based statements of intent. They emphasize the results of agency/institution actions at the end of a specific time period.
- **Strategies (optional):** Strategies are methods to achieve goals and objectives. Formulated from goals and objectives, a strategy is the means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other resources.
- **Performance Measures:** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator). Performance Measures are gauges of the actual impact or effect upon a stated condition or problem. They are tools to assess the effectiveness of an agency's/institutions performance and the public benefit derived.
- **Benchmarks:** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean an industry standard or agency research of circumstances that impact performance capabilities).
- **External Factors:** Identify external factors that are beyond the control of the agency that affect the achievement of goals. Key factors external to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.

In addition to the required strategic plan components the Board requires each of the institutions to incorporate the following performance measures into their strategic plans:

- **Graduation Rate:**
  This area is made up of two measures.
  a) Total degree production (split by undergraduate/graduate).
  b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).

- **Retention Rate:**
  Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Cost of College**:
  The audited financial statements are used for determining these measures.
  a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours.
  b) Efficiency – Certificates (of at least 1-year or more) and degree completions per $100,000 of financials.
- **Dual Credit:**
  Total credit hours earned and the unduplicated headcount of participating students.
- **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):
  Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional placement benchmarks.

The “Remediation” performance measure is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and may be reported by the institutions on the performance measure report under “Cases Served” or as a performance measure with a benchmark.

In addition to these components all of the strategic plans are required to be in alignment with the Board’s system-wide strategic plans, these include the Board’s overarching K-20 education strategic plan, the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

IMPACT

Final review of the institutions, agencies and special/health programs strategic plans for approval.

ATTACHMENTS

Agencies

STAFF COMMENTS AND RECOMMENDATIONS

At the April 2016 Board meeting the Board requested the institutions make a few institution specific changes and that Boise State University, Lewis-Clark State College, Idaho State University, University of Idaho, and Eastern Idaho Technical College make small amendments to their mission statement to word them in such a way as to indicated what they do rather than what they were. The conversation centered on the mission statements reading more like a definition rather than a statement of purpose. In working with the chair of the Planning, Policy and Governmental Affairs Committee it was determined that the changes to the mission statements, while small, would not be able to be accomplished prior to the June Board meeting. The Committee will work with the four-year institutions between now and the April 2017 Board meeting to make these changes. All other requested changes have been made by the institutions.

Following Board approval, the strategic plans are submitted by the Board office to DFM by the July 1 due date. DFM is charged with administration of the statutory requirements. In addition to the statutory strategic planning requirements, Board policy Section I.M. Annual Planning and Reporting specifies the Board's annual planning and reporting requirements including those related to strategic planning and includes language specifying that the policy applies to each of the colleges and universities, the Division of Vocational Rehabilitation, Division of Career Technical Education, and Idaho Public Television. This section does not currently mention the Department of Education. Pursuant to Section 67-1902, Idaho Code the strategic planning requirement does not apply to "elective offices, in the executive department of state government" this category includes the State Superintendent of Public Instruction. This provision has historically been interpreted by DFM and the Board as meaning the Superintendent is not required to submit a plan for the Department of Education. DFM identifies those plans that are required to be submitted based on appropriated budgets. There are two separate budgets managed or distributed by the Department of Education: the

Department of Education budget and the Public Schools budget. While the Department of Education is exempt from submission of a strategic plan, historically a strategic plan pertaining to the Public Schools budget has been required. As part of the Board's responsibility for oversight and governance of Idaho's public school system, it is appropriate that the Board consider the strategic direction and planning for the K-12 portion of the public education system. This is done through the approval of the Public Schools strategic plan. The strategic plan submitted by the Department for consideration during the April Board meeting contained components that could be cross-walked with the statutorily required components; however, the benchmarks (milestones) are required to be tied to specific performance measures.

Staff recommends approval

BOARD ACTION

I move to approve the Institution, Agency, and Special/Health programs strategic plans as submitted in attachments 1 through 22.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Idaho State Department of Education

Public Schools Strategic Plan
FY2016-FY2021

Vision Statement

Supporting Schools and Students to Achieve.

Mission Statement

The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

Indicators of a High-Quality Education System

- High student achievement
- Low dropout rate
- High percentage of students going on to postsecondary education
- Closed achievement gap
- All decisions based on current accurate data
- Efficient use of all resources
- Individualized education through technology

Guiding Principles

1. The needs of children must drive any necessary change.
2. Every student can learn and must have a highly effective teacher in every classroom.
3. Current and new resources must focus on the demands of the 21st Century.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement by focusing on the following areas:

- Maintain and continue to improve Idaho's new system of increased accountability which focuses on student academic growth for all students, provides multiple measures of school and student success based on outcomes, and provides for meaningful teacher and principal evaluations.

- Expanding student learning by creating a 21st century classroom that is not limited by walls, bell schedules, availability of courses, and geography. Every student and all teachers will have equal access to the latest technology no matter where they live.

- Continuing to work with districts on accurate and timely submissions of data to the Idaho System for Education Excellence (ISEE) and ensure the quality of submissions.

- Continue to implement the Idaho System for Education Excellence (ISEE) in which every teacher in Idaho will have access to timely and relevant information on student achievement, digital content, and formative assessments through a statewide item bank and end-of-course assessments.

- Increasing choice options for students including charter, magnet, and alternative schools as well as course offerings through digital learning, including the Idaho Education Network.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Goal 1: All Idaho students persevere in life and are ready for college and careers.

Objective 1: Increase of the number of students proficient or advanced on the ISAT (prior to the implementation of higher standards)

Performance Measures: Percent of students who score proficient or advanced on the ISAT.

Benchmark: 90 percent of students proficient on reading, 82 percent of students proficient of math, 77 of students proficient in language arts.

Objective 2. Implement higher standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new Idaho Standards Achievement Tests (ISAT) based on higher English Language Arts and Mathematics standards.

Benchmark: Sixty percent of students in grades 3-8 will achieve proficiency on the new ISAT in math and English language arts after it is first administered in Spring 2015.

Objective 3: Improve access to postsecondary education while in high school.

Performance Measures: Percentage of students completing an advanced opportunity.

Benchmark: Sixty percent of students completing a dual credit, AP course or Tech Prep.

Objective 4: Every high school junior will take a college readiness exam.

Performance Measure: Percentage of students who score college- and career-ready in areas of exam: reading, writing and math.

Benchmark: 40 percent of high school students score college and career ready on a college readiness exam.

Goal 2: Implement a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.

Objective1: Create reports with longitudinal statistics to guide system-level improvement efforts.

Performance Measure: Development of aggregate-level longitudinal data for individualized student growth expectations.

Benchmark: Every Idaho student who takes the ISAT has a growth report available to his/her teacher and parents/guardians.

Objective2: Improve data quality in ISEE uploads to ensure accuracy.

Performance Measure: Random district audits of data quality including enrollment, attendance, and achievement tied to students and staff.

Benchmark: Audits matching data submitted within a less than 10 percent margin of error.

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Strategic Plan

Idaho Division of Vocational Rehabilitation

2017 - 2021

Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures and benchmarks for achieving their stated goals. The final section addresses external factors impacting IDVR.

Since Federal and Idaho State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting the Vocational Rehabilitation program portion of IDVR. Any comparisons noted in benchmarks will reflect the most complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan will cover fiscal years (SFY) 2017 through 2021.

Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

"Your success at work means our work is a success."

Vocational Rehabilitation Program Mission Statement

"Preparing individuals with disabilities for employment and community enrichment."

VR Strategic Plan

Vocational Rehabilitation Program Goals

Goal #1 – P~~To p~~rovide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.

1. ***Objective***: ~~To p~~Provide ~~customers with~~ appropriate and effective vocational rehabilitation services to eligible customers to include job supports and training to increase employment opportunities, job stability, and employment retention.

   Performance Measure: The number of customers who successfully achieve~~enter~~ employment.

   Benchmark: Meet or exceed FFY 2016 performance.

   Baseline: 2,186 customers entered employment in FFY 2015.

   Performance Measure: ~~The a~~Average hourly wage of ~~all~~ customers who successfully obtain~~enter~~ employment.

   Benchmark: Meet or exceed FFY 2016 average hourly wage.

   Baseline: Customers earned an average hourly wage of $11.74 in FFY 2015.

2. ***Objective***: D~~To d~~eliver comprehensive transition services to transition age students and youth with disabilities to prepare them for employment.

   A. ***Performance Measure***: The number applications for ~~of~~ students and youth entering the IDVR program.

   Benchmark: Meet or exceed FFY 2016 numbers.

   Baseline: Number of applications for students and youth in FFY 2015: 1,782

   B. ***Performance Measure***: The number of students and youth ~~exiting IDVR who~~ who achieve an employment outcome.

   Benchmark: Meet or exceed FFY 2016 numbers.

   Baseline: Number of students and youth who achieved employment in FFY 2015: 574.

3. ***Objective***: I~~To i~~ncrease customer engagement in the VR process.

A. ***Performance Measure***: The number of first time approved Individualized Plans for Employment (IPE).

Benchmark: Meet or exceed FFY 2016 numbers.

Baseline: Number of first time approved plans in FFY 2015: 3,859

B. ***Performance Measure***: The rehabilitation rate of individuals exiting the IDVR program.

Benchmark: M~~Will m~~eet or exceed the f~~F~~ederal performance standard of 55.8%.

Baseline: FFY 2015 rate = 56.59%

~~3. ***Objective***[TP1][TLB2]: To offer benefits planning to all customers receiving SSI and/or SSDI entering,~~
~~4. during, and exiting the IDVR process to include Partnership Plus.~~

~~***Performance Measure***: To provide benefits planning information and referral material to customers initiating and exiting the VR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.~~

~~***Benchmark***: Increase Social Security reimbursements to VR in FFY 2017 from FFY 2016 performance.~~
~~***Baseline***:~~

Goal #2 - P~~To p~~rovide organizational excellence within the agency through increased customer satisfaction, federal and state compliance.

1. ***Objective***: Evaluate the ~~customer~~ satisfaction of customer's vocational rehabilitation experience and service delivery.

   Performance Measure: Customer satisfaction rate.

   Benchmark: Maintain a customer satisfaction rate of at least 90% (agree and strongly agree).

   Baseline: Customer overall satisfaction rate for FFY 2015: 87.61%

2. ***Objective***: Demonstrate compliance with s~~S~~tate and f~~F~~ederal regulations.

   Performance Measure: The number of federal and state audit findings.

Benchmark: Zero findings for performance year.

Baseline: Two audits completed in FFY 2015:

- Management Audit for FY 2009-2013: 3 findings were identified.
- Single Audit for SY 2014 (results presented in SY 2015): 1 finding identified.

3. ***Objective***[TP3][TLB4]: IDVR will recruit, ~~and~~ employ and retain the most qualified staff to deliver quality services to individuals with disabilities.

Performance Measure: Comprehensive System of Personnel Development (CSPD) compliance.

Benchmark: Maintain a CSPD rate of 85% or better.

Baseline: CSPD rate for FFY 2015: 81%.

Goal #3 - Develop strong relationships with businesses and employers to provide ~~high~~ quality employment opportunities for individuals with disabilities.

~~1.~~ ***Objective***: ~~For~~ IDVR to be recognized as the disability expert in the workforce ~~development~~ system to meet the needs of the business
~~2.~~1. community.

A. ***Performance Measure***: The number of different employers hiring IDVR customers.

Benchmark: Meet or exceed previous performance.
~~TBD.~~
Baseline: 1519 different employers hired IDVR customers in FFY 2015.

VR
Strategic Plan

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides people with significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable Idaho's Most Severely Disabled to seek, train-for and retain real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. ***Objective***: Maximize the use of State funds to serve individuals who require long-term vocational supports, using the principles of informed choice, for meaningful employment.

    Performance Measure: Number of individuals served.

    Benchmark: Meet or exceed previous number served.

    Baseline: 754 customers were served in SFY 2015.

    Performance Measure: Number of individuals on the EES waitlist.

    Benchmark: Reduce the waitlist from previous number.~~performance.~~

    Baseline: 357 individuals were on the waitlist at the end of SY 2015.

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

   Performance Measure: Track when information and resources are given to consumers.

   Benchmark: Create and maintain several brochures, website pages and other information about employment, education and social-interaction.

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

   Performance Measure: Give presentations and trainings to various groups through education and social media.

   Benchmark: Present to various organizations including state agencies, corrections, courts, schools, veterans groups, and businesses about the needs of persons who are deaf and hard of hearing.

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. ***Objective***: Continue encouraging consultation and cooperation.

   Performance Measure: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare.)

   Benchmark: Present to various local, state, and federal (if requested) agencies about the need for cooperation providing services needed for deaf and hard of hearing individuals.

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. ***Objective***: The Council's office will provide the network.

   Performance Measure: Tract when information is provided.

   Benchmark: The Council will continue to maintain a network through their website, social media, brochures, telephone calls, video phone calls and personal communication.

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

1. ***Objective***: The Council will determine the availability of services available.

   Performance Measure: The Council will administer assessments, facilitate meetings to determine the needs.

   Benchmark: The Council will continue to monitor the recommendations of the Mental Health Task Force and Findings and Recommendations for Provision of Mental Health Services from the Idaho Council for the Deaf and Hard of Hearing Report 2014, as issued by the Division of Behavioral Health Analysis and Response to ensure compliance. The Council will also continue to work with Idaho Hospital systems to develop strategies and plans to strengthen the relationship with the deaf and hard of hearing community in the field of healthcare.

   Benchmark: The Council will support the Legislative process for the Licensure of Sign Language Interpreters. The Council also will participate in the medical advisory committees and meetings to further the goal.

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. ***Objective***: The Council will make available copies of policies concerning deaf and hard of hearing issues.

   Performance Measure: Materials that are distributed about public policies.

   Benchmark: The Executive Director of the Council for the Deaf and Hard of Hearing will continue to facilitate meetings with different agencies including Health and Welfare, corrections, schools, veteran's groups, medical centers, and businesses to create public policy, including Interpreter standards.

Goal #7 – To monitor consumer protection issues that involves the deaf and hard of hearing in the state of Idaho.

1. ***Objective***: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

   Performance Measure: Track how many complaints are received regarding the ADA.

   Benchmark: The Council will provide information and create brochures regarding all aspects of the ADA that affect persons with hearing loss. In addition, the Council will partner with the Northwest ADA Center – Idaho to provide accurate information and guidance, on disability, rehabilitation, business, rehabilitation engineering, special education, the build environment, accessibility to buildings, website accessibility, civil rights law, and the role of the ADA Coordinator

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. ***Objective***: The Council will submit reports.

   Performance Measure: Reports will be accurate and detailed.

   Benchmark: The Council will continue to create and provide periodic reports to the Governor's office. The Council will continue to present a needs assessment report to certain departments/agencies as needed.

External Factors Impacting IDVR

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

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers they serve. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certified~~cation~~ ~~in~~ Rehabilitation Counselor~~ing~~ (CRC). Lastly, IDVR has collaborated with the University of Idaho to advance the profession of rehabilitation counseling.

State and Federal Economic and Political Climate

While Idaho has seen some improvement in its economic growth over the past year there are a variety of influences which can affect progress. Influences can vary from natural disasters to international conflicts. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

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

IDVR is also affected by decisions made at the federal level. Significant changes impacting the Vocational Rehabilitation program came ~~in~~to light on July 22, 2014, with the enactment of the Workforce Innovation and Opportunity Act (WIOA). This law replaces the Workforce Investment Act (WIA), which formerly governed the Vocational Rehabilitation program. WIOA includes many substantial changes aimed to improve the nation's workforce development system to help states and local areas better align workforce programs, with each other, and with the needs of employers for a skilled workforce

While all of the implications to WIOA remain unclear due to the absence of final regulations, IDVR is taking steps to strategize and incorporate those changes that can be implemented now. IDVR is also working with the core WIOA partners to develop strategies on initiatives that require joint collaboration, such as the C~~c~~ombined State P~~p~~lan and common performance measures.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. The Division has ~~been~~ diligently been working to address this new requirement and continues to move forward with implementation of pre-employment transition service provision and strategically evaluating~~e~~ the impact of this requirement to the overall program.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor options. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA could impact a customer's options. Lastly, changes to other program criteria could eliminate services to customers. A change in Health and Welfare's criteria for the HCBS Medicaid Waiver is one example affecting program services.

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the D~~d~~ivision as well as the customers it serves. The cost and rapid changes in these technologies influence the overall program success. IDVR is dedicated to keeping current of the latest trends in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs ~~an~~ Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Project through the University of Idaho with center locations throughout the state.

All staff of the Idaho Division of Vocational Rehabilitation take~~s~~ pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

Idaho Public Television

STRATEGIC PLAN

FY 2017-2021

Idaho Public Television
STRATEGIC PLAN FY 2017-2021

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

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board of Education (SBoE). This Plan displays SBoE goals alongside the Agency's Strategic Planning Issues.

_____________________ (3/04/16)
Ron Pisaneschi
General Manager
Idaho Public Television

VISION STATEMENT

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

MISSION STATEMENT

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

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational and cultural television and related resources;
- Creating Idaho-based educational, informational and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television
STRATEGIC PLAN FY 2017-2021

SBoE Goal 1: A WELL-EDUCATED CITIZENRY
Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY17 – 48
       - Benchmark: FY21 – 48
         (established by industry standard)
     - Number of cable companies carrying our multiple digital channels.
       - Benchmark: FY17 – 28
       - Benchmark: FY21 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY17 – 8
       - Benchmark: FY21 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our signal coverage area.
       - Benchmark: FY17 – 98.4%
       - Benchmark: FY21 – 98.4%
         (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY17 – 21
       - Benchmark: FY21 – 26
         (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY17 – less than 29
       - Benchmark: FY21 – less than 24
         (established by industry standard)

4) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
   - Performance Measures:
     - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY17 – 98.5%
       - Benchmark: FY21 – 100%
         (established by industry standard)
     - Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY17 – 25%
       - Benchmark: FY21 – 75%
         (established by industry standard)

5) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY17 – 1,575,000
       - Benchmark: FY21 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY17 – 350,000
       - Benchmark: FY21 – 400,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY17 – 6
       - Benchmark: FY21 – 12
         (established by agency research)

6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY17 – 28,000
       - Benchmark: FY21 – 29,000
         (established by agency research)

7) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY17 – 13,000
       - Benchmark: FY21 – 13,500
         (established by agency research)

3

8) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY17 – 2,000
       - Benchmark: FY21 – 2,000
         (established by agency research)

9) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY17 – 40
       - Benchmark: FY21 – 55
         (established by industry standard)

10) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY17 – 21.3%
       - Benchmark: FY21 – 21.3%
         (established by industry standard)

11) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY17 – Yes/Yes/Yes
       - Benchmark: FY21 – Yes/Yes/Yes
         (established by industry standard)

SBoE 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.

IdahoPTV Objectives:

1) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY17 – 21
       - Benchmark: FY21 – 26
         (established by agency research)

2) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY17 – 1,575,000
       - Benchmark: FY21 – 1,750,000
       (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY17 – 350,000
       - Benchmark: FY21 – 400,000
       (established by agency research)

3) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY17 – 28,000
       - Benchmark: FY21 – 29,000
       (established by agency research)

4) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY17 – 13,000
       - Benchmark: FY21 – 13,500
       (established by agency research)

5) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY17 – 2,000
       - Benchmark: FY21 – 2,000
       (established by agency research)

6) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY17 – 40
       - Benchmark: FY21 – 55
       (established by agency research)

7) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY17 – 21.3%
       - Benchmark: FY21 – 21.3%
       (established by industry standard)

8) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY17 – Yes/Yes/Yes
       - Benchmark: FY21 – Yes/Yes/Yes
         (established by industry standard)

SBoE GOAL 3: EFFECTIVE AND EFFICIENT EDUCATIONAL DELIVERY SYSTEM
Ensure educational resources are coordinated throughout the state and used effectively.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY17 – 48
       - Benchmark: FY21 – 48
         (established by industry standard)
     - Number of cable companies carrying our multiple digital channels.
       - Benchmark: FY17 – 28
       - Benchmark: FY21 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY17 – 8
       - Benchmark: FY21 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our signal coverage area.
       - Benchmark: FY17 – 98.4%
       - Benchmark: FY21 – 98.4%
         (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY17 – 21
       - Benchmark: FY21 – 26
         (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY17 – less than 29
       - Benchmark: FY21 – less than 24
         (established by industry standard)

4) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY17 – 1,575,000
       - Benchmark: FY21 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY17 – 350,000
       - Benchmark: FY21 – 400,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY17 – 6
       - Benchmark: FY21 – 12
         (established by agency research)

5) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY17 – 40
       - Benchmark: FY21 – 55
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         (established by industry standard)

7) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY17 – Yes/Yes/Yes
       - Benchmark: FY21 – Yes/Yes/Yes
         (established by industry standard)

Key External Factors
(Beyond the control of Idaho Public Television):

IdahoPTV provides numerous services to various state entities.

Funding:
Idaho Public Television's current strategic goals and objectives are based on a sustainable level of all funding sources: State of Idaho, Corporation for Public Broadcasting, and private contributions.

We are starting to see the impact of state entities passing on significant costs of operational expenses such as endowment land leases. This also includes the Idaho Bureau of Homeland Security (after 2019) that IdahoPTV has partnered with to provide data connectivity for broadcast signal distribution.

Much of the content that Idaho Public Television airs comes from program distributors or producers, both nationally and regionally. If these program production funding sources change (up or down), it could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Federal Government:
Various aspects of IdahoPTV's program functions fall under federal oversight, including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

The FCC is currently engaged in auctioning frequencies to non-broadcast providers that have traditionally been used by broadcasters including Idaho Public Television. In doing so, the FCC is requiring stations to move to their transmitters and translators to different frequencies "repacking" them into fewer more congested frequencies. This has the potential of costing stations significant funds, and in some cases losing service to particular communities when available frequencies don't exist.

As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

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Idaho Public Television
FY 2017 – 2021 Strategic Plan Supplemental

Performance Measure	FY 2015 Data	FY 2017 Benchmark	FY 2021 Benchmark
Number of DTV translators.	47 of 49	48	48
Number of cable companies carrying our multiple digital channels.	*	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our signal coverage area.	98.4%	98.4%	98.4%
Number of partnerships with other Idaho state entities and educational institutions.	22	21	26
Total FTE in content delivery and distribution.	18.5	Less than 29	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	98.4%	98.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	25.11%	25%	75%
Number of visitors to our websites.	1,670,923	1,575,000	1,750,000
Number of visitors to IdahoPTV/PBS video player.	344,651	350,000	400,000
Number of alternative delivery platforms and applications on which our content is delivered.	**	6	12
Number of broadcast hours of educational programming.	28,374	28,000	29,000
Number of broadcast hours of news, public affairs and documentaries.	13,450	13,000	13,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,955	2,000	2,000
Number of awards for IdahoPTV media and services.	55	40	55
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	31.1%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

* New performance measure beginning FY 2017.
**New performance measure beginning FY 2016.

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IDAHO
Career & Technical Education

Strategic Plan

2017-2021

Legal Authority

This strategic plan has been developed by the Idaho Division of Career Technical Education (ICTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous ICTE strategic plans.

Statutory authority for and definition of career & technical education (CTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of ICTE is to administer career & technical education in Idaho and lists specific functions.

Mission

The mission of the Career Technical Education system is to prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Career Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Core Functions

- Administration
- Programs
- Technical assistance
- Fiscal oversight
- Research, planning, and performance management

External Factors

- Labor market and general economic conditions
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education
- Availability of funds
- Policies, practices, legislation, and governance external to the Division
- Ability to attract and retain qualified instructors
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions

Initiatives

1. Career Advising – Assist CTE students with their high school, post high school education, and career planning.

2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.

3. CTE Digital – Expand the availability of identified CTE programs to students using an on-line or distance learning model, as appropriate.

4. Workplace Readiness – Assure workplace readiness skills are an integral component of all CTE programs and student technical skill sets.

5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support.

6. Program Quality – Identify those factors at both the secondary and postsecondary level that help define a quality program.

7. CTE Image - Improve statewide perceptions and understanding of career & technical education to ensure that both career & technical programs and careers will be valued by Idaho's students, parents and educators.

8. Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho's businesses.

Definitions

For the purposes of this document, terms and phrases are defined as follows:

- Advanced Opportunities: The State Board of Education recognizes four advanced opportunity programs:
    1. Advanced Placement® (AP)
    2. Dual Credit
    3. Technical Competency Credit (formerly known as Tech Prep)
    4. International Baccalaureate program

- Board of Education III.Y Policy: This policy provides program standards for advanced opportunities for secondary students by preparing secondary graduates for postsecondary programs and to enhance postsecondary goals.
- Completer: A college student who has graduated from a CTE program of study.
- Concentrator: A high school junior or senior enrolled in the identified capstone course of a pathway or career speciality program.
- ISEE: Idaho System for Educational Excellence
- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- Postsecondary CTE Student: student admitted/accepted into a CTE program and enrolled in one or more of the required courses for the session or year.
- PTE (now referred to as Career & Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 7-12
- SkillStack: SkillStack is competency-based, online platform that will provide badges/micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Workforce training: Non-credit bearing training for basic entry level programs, workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

Goals and Objectives

This plan is divided into three sections according to each of the Idaho State Board of Education's goals. The Division has crafted objectives, performance measures, and benchmarks that align with each of the Board's three goals.

Board Goal 1: A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

1. CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

    Performance Measure: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).
    FY 2017 Benchmarks:
    Secondary: 75.6 (Baseline FY15 – 71.7)
    Postsecondary: 92.5 (Baseline FY15 – 92.6)

    Performance Measure: Positive placement rate of secondary concentrators and postsecondary program completers.
    FY 2017 Benchmarks:
    Secondary: 94.2 (Baseline FY15 – 94.1)
    Postsecondary: 95.5 (Baseline FY15 – 84.7)

    Performance Measure: Rate of secondary concentrators who transition to postsecondary education.
    FY 2020 Benchmark: 70 (Baseline FY15 – 64)

    Performance Measure: Placement rate of postsecondary program completers in jobs related to their training.
    FY 2020 Benchmark: 65 (Baseline FY15 – 68)

    Performance Measure: The percentage of postsecondary students at the six technical colleges who are enrolled in CTE programs.
    Annual Benchmark: Identify strategies for growth

2. CTE Objective: Advanced Opportunities – Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

    Performance Measure: Number of postsecondary programs that have aligned their first semester.

FY 2017 Benchmark: 24 programs are aligned (Baseline FY16 – 9 programs aligned)

Performance Measure: The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

FY 2017 Benchmark: Identify baseline data

Board 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.

3. CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measure: Implementation of competency-based SkillStack microcertifications (created using program standards).

FY 2017Benchmarks:

i. SkillStack is formally launched in Fall 2016, supporting 5-10 CTE programs of study (number of programs dependent on successful postsecondary alignment and execution of statewide articulation).
ii. SkillStack is adopted by Workforce Training Centers and other postsecondary institutions (e.g. Boise State)

FY 2018 Benchmark: Additional 10 programs of study will be added to SkillStack

FY 2019 Benchmark: The remaining programs of study for which standards are available will be added to SkillStack

Performance Measure: Number of program standards and outcomes that have industry endorsement and align with industry standards.

FY 2020 Benchmark: 100% of programs align to industry standards

Performance Measure: Percent of students who enter an occupation related to their workforce training (non-credit bearing training).

FY 2017 Benchmark: Workforce Training Centers begin reporting data to SLDS for training programs on the state Eligible Training Provider list

4. CTE Objective: Adult Basic Education (ABE) – ABE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

    Performance Measure: The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

    FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain

    Performance Measure: The percent of low-skilled adults provided with a viable alternative "entry point" for the workforce and Career Pathway system, who have a positive student placement after program exit.

    FY 2019 Benchmarks: Identify baseline data for the Workforce Innovation and Opportunity Act (WIOA) performance targets in FY 2019

5. CTE Objective: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

    Performance Measure: Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

    Annual Benchmark: Maintain a 90% positive outcome rate or greater

    Performance Measure: Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

    Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops

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

6. CTE Objective: Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

    Performance Measure: The overall satisfaction levels of administrators and instructors with the support and assistance provided by PTE.

    FY 2017 Benchmark: Improve operational satisfaction levels in key areas identified by secondary and postsecondary respondents (Baseline survey results provided in April 2016 survey)

7. PTE Objective: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

    Performance Measure: Full implementation of Career & Technical Education Management System (C-TEMS).

    FY 2017 Benchmark: Launch C-TEMS

    Performance Measure: Incorporation of CTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.

    FY 2017 Benchmark: Transfer 20% of postsecondary certifications and documents to the secondary SDE database

    Performance Measure: The percent of secondary programs reviewed for quality and performance on an annual basis.

    Annual Benchmark: 20% of programs (Baseline FY15 – 20%)

8. CTE Objective: Funding Quality Programs –Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

    Performance Measure: A secondary program assessment model that clearly identifies the elements of a quality program.

    FY 2017 Benchmark: Develop a plan for secondary quality program assessment

    FY 2018 Benchmark: Identify strategies to increase funding for high quality secondary CTE programs

9. CTE Objective: Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality CTE teachers.

    Performance Measure: Number of qualified teachers in every program

    FY 2020 Benchmark: 100% of all employed teachers in secondary/postsecondary CTE programs meet the appropriate endorsement standards

Eastern Idaho Technical College

Strategic Plan 2016-2020

2016

EITC
Eastern Idaho
Technical College

VISION

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

MISSION

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

CORE THEMES

Learning for work and Life: EITC is a place of learning where students prepare for careers and effective citizenship. We embrace hands-on learning and provide instruction that is not only academically rigorous, but tailored to the needs of the community. Learning for work and life takes place in all areas of campus through professional-technical education, adult basic education, and workforce education.

Student Centered: EITC faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to our students' success, help model outstanding workplace behaviors, and provide comprehensive student support from pre-enrollment through employment.

Community Engagement: EITC's value of community is evident in our safe, clean and inviting campus, which fosters communication and professional growth; and our broader, collaborative relationships within the local, regional, and academic communities who are key stakeholders.

EITC
Eastern Idaho Technical College

STRATEGIC PLAN GOALS, METHODS, AND OBJECTIVES

GOAL 1: LEARNING FOR WORK AND LIFE

Objective A: Eastern Idaho Technical College will provide industry-driven Career and Technical Education (CTE).

Method 1: Program Reporting

- **Performance Measure**: Number of program advisory committee meetings annually
- **Benchmark**: One meeting per year for each full-time program

FY	Advisory Meetings held per Program
FY 2012	1
FY 2013	1
FY 2014	1
FY 2015	1

Method 2: Degree Production (SBOE Goal 1 Objective B)

- Performance Measure: Degree and certificate production and headcount of recipients
  (Split by undergraduate/graduate).
- Benchmark: Increase number of completions greater than prior year

FY	Degrees (completions)	Headcount (completers)
FY 2012	244	243
FY 2013	232	231
FY 2014	240	239
FY 2015	217	216

- **Performance Measure:** Unduplicated number of graduates over rolling 3-year average degree seeking FTE (split by undergraduate/graduate). (SBOE Goal 1 Objective B) (CTE Objective D ii.)
- **Benchmark**: Maintain at or above 55%

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FY	Degrees	3-year average degree seeking FTE	Status	Comments
FY 2012	243	549	44%	Undergraduates Only
FY 2013	231	513	45%	
FY 2014	239	499	48%	
FY 2015	217	450	48%	

- **Performance Measure:** Pass rates on Technical Skills Assessments (SBOE Goal 2 Objective B) (CTE Objective D ii.)
- **Benchmark**: Students performance will meet the 90% of the Perkins State performance level measure. (Perkins Performance Measures Report – State performance required level is 92%)

FY	EITC Performance Level	State Performance Level
FY 2012	92%	91%
FY 2013	89%	92%
FY 2014	92%	92%
FY 2015	95%	92%

Method 3: EITC Placement Office Report

- **Performance Measure:** Training Related Placement Rates (SBOE Goal 1 Objective D) (CTE Benchmark Attained Objective D vii.)
- **Benchmark**: Maintain 85% placement rate

FY	Placement Rate
FY 2011	73%
FY 2012	70%
FY 2013	79%
FY 2014	76%
FY 2015	73%

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

Method 1: A designed pathway to transition students from Adult Basic Education (ABE) into EITC without further remediation

Performance Measure: Percentage of student's continuing education at EITC from ABE (SBOE Goal 1 Objective C) (CTE Objective D iii.)

EITC Eastern Idaho Technical College

- **Benchmark:** 60% of ABE students entering into EITC

FY	Status	Comments
FY 2012	*	* FY2012 NRS guidelines changed calculation
FY 2013	45%	
FY 2014	45%	
FY 2015	49%	

- **Performance Measure:** Academic gains of ABE students (SBOE Goal 1 Objective C)
- **Benchmark**: Meets state targets for academic gains for all levels

FY	Comments
FY 2012	*See Attachment 1 for data
FY 2013	
FY 2014	
FY 2015	

Method 2: Remediation - Monitor remedial needs in English and Math

- **Performance Measure:** Percentage of students successfully completing English and Math plus classes (Complete College Initiative) (SBOE Goal 1 Objective C)
- **Benchmark**: 70% of students successfully complete plus classes

FY	Status
FY 2012	74%
FY 2013	70%
FY 2014	72%
FY 2015	76%

- **Performance Measure:** Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education –unduplicated.
- **Benchmark:** Decrease students enrolled in remedial courses by two percent (2%) annually.

FY	Freshmen	% Requiring remedial
FY 2012	12	24%
FY 2013	13	22%
FY 2014	7	14%
FY 2015	10	23%

EITC Eastern Idaho Technical College

Objective C: Workforce Training division will provide on-demand customized training**.**

Method 1: Respond to industry requests or identified needs. (SBOE Goal 1 Objective B) (CTE Objective C iii.)

- **Performance Measure**: Provide customized training to local industries
- **Benchmark**: Increase Workforce Training headcount annually

FY	Headcount
FY 2012	14, 143
FY 2013	11,789
FY 2014	11,446
FY 2015	11,289

Objective D: Services will be efficient and cost effective.

Method 1: Monitor cost of college to deliver educational resources

- **Performance Measure**: Undergraduate cost per credit - Non-weighted (SBOE Goal 3 Objective A)
- **Benchmark**: At or below 25% of IPEDS Peers

FY	Cost per credit hour	IPEDS PEERS	EITC	Comments
FY 2012	$599	$13,078	$17,877	Peer comparison form IPEDS DFR report Fig.15 (Instruction, academic support, student services, institutional support)
FY 2013	$671	$15,210	$17,978	
FY 2014	$663	$15,937	$20,102	
FY 2015	$730	$17,095	$19,863	

- **Performance Measure**: Graduates per $100,000: Total cost of certificate or degree completions (e.g. cost of instruction, academic support, student services, institutional support, and other expenses) (SBOE Goal 3 Objective A)
- **Benchmark:** Within 20% of statewide mean for 2 year college peers

FY	EITC Efficiency	Peers	Comments
FY 2012	2.32	1.67	Peers compared are state funded 2-year colleges average (CSI, CWI, NIC) * Data comes from peer reports
FY 2013	2.16	2.16	
FY 2014	2.31	*	
FY 2015	2.04	*	

EITC Eastern Idaho Technical College

GOAL 2: STUDENT CENTERED: EITC FACULTY AND STAFF ARE COMMITTED TO STUDENTS AND THEIR SUCCESS.

Objective A: EITC Faculty Provides Effective and Student Centered Instruction**.** (SBOE Goal 1 Objective B for all under objective A)

Method 1: Faculty utilization of the Learning Management System (LMS) to communicate with students efficiently.

- **Performance Measure:** Percentage of faculty using the LMS (SBOE Goal 3 Objective B)
- **Benchmark**: 100%

FY	Status
FY 2012	90%
FY 2013	100%
FY 2014	100%
FY 2015	100%

Method 2: Utilization of annual Student Satisfaction Survey results for Student Centeredness (Noel Levitz Annual Survey)

- **Performance Measure:** Noel Levitz scale report gap result for Student Centeredness
- **Benchmark**: Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.38	0.62	less than peers	Annual survey administered in the FY Fall
FY 2013	0.39	0.61	less than peers	
FY 2014	0.60	0.63	less than peers	
FY 2015	0.33	0.60	less than peers	

Method 3: Utilization of annual Student Satisfaction Survey results for Instructional Effectiveness (Noel Levitz Annual Survey).

- **Performance Measure:** Noel Levitz scale report gap result for Instructional Effectiveness
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.52	0.79	less than peers	Annual survey administered in the FY Fall
FY 2013	0.54	0.78	less than peers	
FY 2014	0.71	0.79	less than peers	

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FY 2015	0.47	0.76	less than peers	

Method 4: Fall to Fall Retention - IPEDS Fall Enrollment Report (SBOE Goal 1 Objective B)

- **Performance Measure:** Fall to Fall First-time, full-time student retention rate
- **Benchmark:** At or above 70%

FY	Status
FY 2012	59%
FY 2013	62%
FY 2014	64%
FY 2015	68%

<u>Objective B :</u> EITC Staff Provides Effective and Student Centered Support Services. (SBOE Goal 1 Objective B for all listed under this objective)

Method 1: Utilization of annual Student Satisfaction Survey results for Admission Services (Noel Levitz Annual Survey

- **Performance Measure:** EITC Admissions services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.51	0.75	less than peers	Annual survey administered in the FY Fall
FY 2013	0.66	0.73	less than peers	
FY 2014	0.64	0.74	less than peers	
FY 2015	0.39	0.71	less than peers	

Method 2: Utilization of results of Student Satisfaction Survey results for Financial Aid Services (Noel Levitz Annual Survey)

- Performance Measure: Financial Aid services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.82	1.09	less than peers	Annual survey administered in the FY
FY 2013	0.78	1.06	less than peers	

Eastern Idaho Technical College

FY 2014	0.74	1.04	less than peers	Fall
FY 2015	0.65	1.01	less than peers	

Objective C: Tutoring center provides services to support education success (SBOE Goal 1 Objective B for all of objective C)

Method 1: End of semester student evaluations of effectiveness

- **Performance Measure:** Percentage of students satisfied
- **Benchmark:** 80 % satisfaction (*FY 2015 benchmark at 95%)

FY	Status
FY 2012	96%
FY 2013	94%
FY 2014	94%
FY 2015	99%

Method 2: Tutoring contact hours to support student needs.

- **Performance Measure:** Number of contact hours annually per unduplicated headcount
- **Benchmark:** 6 hours

FY	Status
FY 2012	4 hours
FY 2013	6 hours
FY 2014	5 Hours
FY 2015	4 Hours

Objective D: EITC Technology Services meet the expectations of students (SBOE Goal 1 Objective B for all in this objective)

Method 1: Utilization of results of Student Satisfaction Survey results for Information Technology Services (Noel Levitz Annual Survey)

- **Performance Measure:** Information Technology services meet the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and satisfaction

FY	Importance	Satisfaction	Gap	Comments
FY 2014			*	

EITC Eastern Idaho Technical College

FY 2015	6.46	6.31	.16	*New measure for 2014FA – * No Peer data on NL survey

Method 2: EITC helpdesk satisfaction surveys.

- **Performance Measure:** Measure: Information technology services meet the expectations of students, faculty, and staff
- **Benchmark:** Customer satisfaction levels at or above 90%

FY	Status	Comments
FY 2014		New Measure – for FY 2015
FY 2015	99% Avg.	

Objective E: EITC library services meets the expectation of students. (SBOE Goal 1 Objective B)

Method 1: Noel Levitz Survey

- **Performance Measure:** Library services meet the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.78	0.46	more than peers	Annual survey administered in the FY Fall
FY 2013	0.60	0.49	more than peers	
FY 2014	0.83	0.44	more than peers	
FY 2015	0.38	0.39	less than peers	

Objective F: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes. (SBOE Goal 1 Objective C for all in Objective F)

Method 1: CND Reporting

- **Performance Measure:** Number of applicants/students receiving CND services.
- **Benchmark:** Number of clients served per year, increase by at least one percent (1%).

FY	Clients Served
FY 2012	686
FY 2013	518
FY 2014	411
FY 2015	258

- **Performance Measure:** Number of client contact hours

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- **Benchmark:** Number of contact hours per year, increase by at least one percent (1%).

FY	Contact Hours	Comments
FY 2012		* New measure
FY 2013		
FY 2014	825	
FY 2015	1020	

GOAL 3: COMMUNITY ENGAGEMENT

Objective A: On Campus Community provides a safe interactive professional learning environment

Method 1: Comply with federal safety reporting.

- **Performance Measure**: Annual safety reporting (Title IX, Clery Act)
- **Benchmark:** 100% compliance

FY	% Compliance	Comments
FY 2012	100%	* New measure
FY 2013	100%	
FY 2014	100%	
FY 2015	100%	

Method 2: Maintain active EITC safety committee

- **Performance Measure**: Regular meetings to review and improve safety
- **Benchmark:** 10 meetings annually, 10 reports

FY	# Meetings	Comments
FY 2012		* New measure
FY 2013	0	
FY 2014	3	
FY 2015	9	

Method 3: Noel Levitz Survey Safety and Security Scale Report

- **Performance Measure:** On Campus safety and security student satisfaction
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments

FY 2012	1.11	1.02	more than peers	Annual survey administered in the FY Fall
FY 2013	0.84	1.00	less than peers	
FY 2014	0.78	0.93	less than peers	
FY 2015	0.66	0.87	less than peers	

Method 4: On-Campus Communication

- **Performance Measure:** Publish and distribute college newsletter
- **Benchmark:** 6 issues annually

FY	# Issues	Comments
FY 2012	6 issues	Measurement changing to Twice Monthly President update for FY16
FY 2013	6 issues	
FY 2014	6 issues	
FY 2015	6 issues	

Method 5: On-Campus Communication

- **Performance Measure:** President forums
- **Benchmark:** 2 forums annually

FY	# Forums
FY 2012	2 forums
FY 2013	2 forums
FY 2014	2 forums
FY 2015	2 forums

Method 6: Professional Development

- **Performance Measure:** Provide funds for faculty and staff professional development
- **Benchmark:** 10K Annually

FY	Benchmark Results
FY 2013	New Measure No Data Available
FY 2014	$10,000 Annual
FY 2015	$10,000 Annual

Method 7: Professional Development (SBOE Goal 2 Objective B)

- **Performance Measure:** Faculty and staff that participate in professional development
- **Benchmark:** 80% participation

FY	Benchmark Results

FY 2014	New Measure
FY 2015	95% participation

Objective B: Regional Community Engagement - EITC will seek input and will provide regional community members educational opportunities (SBOE Goal 1 Objective A)

Method 1: Enrollment reports of credit and non-credit courses (SBOE Goal 1 Objective B)

- **Performance Measure**: Headcount (Unduplicated) in regional centers
- **Benchmark:** Increase headcount 1% annually at off-campus sites

FY	Headcount
FY 2012	612
FY 2013	533
FY 2014	347
FY 2015	328

Method 2: Annual Report from the Eastern Idaho Technical College Foundation (EITCF) (SBOE Goal 1 Objective A)

- **Performance Measure**: Percentage of students receiving EITCF scholarships
- **Benchmark**: 25%

FY	% EITC Scholarships
FY 2012	18%
FY 2013	25%
FY 2014	26%
FY 2015	28%

Method 3: Eastern Idaho Technical College Advisory Council Meetings

- Performance Measure: Council will meet at least 2 times per calendar year.
- Benchmark: Measure Attained

FY	# Meetings
FY 2013	New Measure
FY 2014	2
FY 2015	2

Objective C: EITC supports statewide educational initiatives (SBOE Goal 1 Objective C for all listed in EITC Objective C)

Method 1: State Board of Education (SBOE) confirmation of participation

- Performance Measure: Participate in SBOE statewide initiatives (i.e. Complete College Idaho, General Education Reform, GEM stamping, etc.)
- Benchmark: College participation

FY	Benchmark Results
FY 2012	College participation
FY 2013	College participation
FY 2014	College participation
FY 2015	College participation

Method 2: Idaho Division for Career and Technical Education (CTE) confirmation of participation

- Performance Measure: Participate in CTE statewide initiatives (i.e. TCLC Meetings, Advanced Placement Opportunities, Host Institution Delivery, etc.)
- Benchmark: College participation

FY	Benchmark Results
FY 2012	College participation
FY 2013	College participation
FY 2014	College participation
FY 2015	College participation

EITC Eastern Idaho Technical College

Attachment 1 –

Goal 1, Objective B, Method 1. Academic gains of Adult Basic Education (ABE) students

FY12 Results	FY12 State Target	FY13 Results	FY13 State Target	FY14 Results	FY14 State Target	FY15 Results	FY15 State Target
ABE1 41%	36%	ABE1 33%	52%	ABE1 N/A	41%	ABE1 50%	54%
ABE2 53%	41%	ABE2 57%	45%	ABE2 58%	44%	ABE2 57%	52%
ABE3 52%	40%	ABE3 54%	46%	ABE3 58%	43%	ABE3 58%	47%
ABE4 37%	32%	ABE4 36%	36%	ABE4 48%	33%	ABE4 51%	44%
ABE5 33%	30%	ABE5 41%	30%	ABE5 44%	31%	ABE5 41%	40%
ESL1 45%	39%	ESL1 56%	50%	ESL1 (no students)	42%	ESL1 20%	51%
ESL2 39%	40%	ESL2 53%	54%	ESL2 57%	44%	ESL2 33%	55%
ESL3 47%	44%	ESL3 50%	49%	ESL3 48%	46%	ESL3 44%	55%
ESL4 47%	39%	ESL4 33%	45%	ESL4 42%	42%	ESL4 48%	45%
ESL5 37%	30%	ESL5 32%	42%	ESL5 40%	35%	ESL5 50%	45%
ESL6 29%	20%	ESL6 20%	22%	ESL6 25%	21%	ESL6 19%	26%

Eastern Idaho Technical College

IDAHO STATE BOARD OF EDUCATION OBJECTIVES AND MEASURES FOR HIGHER EDUCATION

Eastern Idaho Technical College	EITC STRATEGIC PLAN GOALS: Learning for work and Life	Student Centered	Community Engagement
GOAL 1: A WELL EDUCATED CITIZENRY			
Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.			✓
Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.	✓	✓	
Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system	✓	✓	✓
Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce	✓		
GOAL 2: CRITICAL THINKING AND INNOVATION			
Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.	✓		
Objective B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.	✓		✓
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS			
Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness	✓		
		✓	

EITC
Eastern Idaho
Technical College

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

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

Some EITC goals fit into more than one SBOE category and have been identified in a single category

Key External Factors

<u>Funding</u>:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain. An example is our
Goal 1 Objective A Methods 2 and 3: The number of awards each year is restricted by the current number of programs being offered and their respective capacity. We will be offering a new program beginning the fall of 2015 which has the potential of adding approximately 15 certificates/degrees per year. This addition was made possible through a state-wide line-item funding request facilitated by the State Division for Professional Technical Education. The potential for additional certificates/awards will rely on this technique in addition to specific line-item requests made by the institution. Our ability to produce a greater number of awards will in part be dictated by support for additional funding.

<u>Compliance</u>:

Ever increasing compliance issues arise from State and Federal policies/programs. This creates a tremendous burden on staff resources.

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University of Idaho

Strategic Plan and Process

(Second Draft for the State Board of Education)

2016-2025

Research universities prepare their students not just with today's knowledge, but with the ability to discover new knowledge, solve novel problems, lead and thereby construct the future. The University of Idaho (UI) is Idaho's major public research university, serving a land-grant mission in support of Idaho's economy and society by educating students at the undergraduate, graduate and professional levels to meet the needs of Idaho and our region; by conducting research, scholarship and creative activity of impact and purpose (basic and applied); and by engaging statewide to improve the lives of Idahoans.

UI will serve any qualified student, with a focus on giving all qualified Idaho students access to education at a research university. Our students will be a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at the University of Idaho is dedicated not simply to the transmission of knowledge but also to preparing students to become problem solvers and lifelong learners.

The university will also be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

President Chuck Staben
Charge to Provost to Lead Strategic Planning Efforts
August 17, 2015

Strategic Plan Summary

Our journey to the highest level of excellence

Unlike many contemporary university strategic plans, this plan seeks a long view of our future with an extended timeline. This plan has many interesting parallels with the "Plan for Tomorrow, 1960-70" developed by the University of Idaho (UI) under the direction of President D.R. Theophilus. Both plans allude to goals of a 50 percent increase in enrollment with appropriate increases in research and graduate programs, increases in staff and faculty retention and improved efficiency. The pace of change in our modern world and especially in higher education continues to accelerate which makes the implementation process a vital ingredient that will ensure the success of this new plan for UI.

The philosophy of this strategic plan can be metaphorically compared to a journey. Our university's *mission summary statement* defines the space in which we move and the landscape in which we thrive and grow:

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

Within that landscape and our ability to traverse it, the university's *vision* describes where we plan to arrive within the next decade:

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

The successful completion of our journey requires organizing our activities along overarching goals and objectives. We will move through our journey in phases, seeking arrival to key landmarks or waypoints along the way. These waypoints will be three-year tactical plans that seek to make headway in specific areas. The tactical plans, or cascaded plans, will be developed and implemented in all units throughout the university and will become embedded within our annual budget process. Given the diversity of the many units within our university, the cascaded plan from any given college or unit will likely focus on a few of the goals rather than attempting to spread effort across all four goals. Our institutional "navigation" will be provided by an inclusive implementation committee that will overlay this current plan with ongoing budgeting, resource allocation, planning and prioritization processes that are vital to the university's continued evolution toward excellence.

Our Mission

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

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

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs continually strive for excellence and are enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

Our Vision

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

Exceptional research universities such as the University of Idaho prepare their students not just with today's knowledge but also with the ability to discover new knowledge, solve novel problems, lead and construct the future. We educate students at the undergraduate, graduate, and professional levels to meet the needs of Idaho and the world. We improve lives by creating knowledge and impact through our research, scholarship and creative activity.

As Idaho's land-grant university, UI will maintain its current leadership in research and engagement with Idaho communities. Putting new knowledge into action requires persistent growth in creating and executing ideas that matter. We will continue to provide leading graduate and professional education including enhanced production of doctoral, masters and professional degrees. The University of Idaho will become a Carnegie R1 (Highest Research Activity) institution known for excellence in our areas of strength and recognized for interdisciplinary research.

UI will serve any qualified student by providing access to the unique educational experience that a research university affords. The university will enroll a mix of resident and non-resident (including international) students at the graduate and undergraduate levels. Our resident students will represent a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at UI is not simply the transmission of knowledge, but is also the preparation for students to become problem solvers and lifelong learners. This is why we augment discipline-specific learning with a strong foundation in the liberal arts.

The university will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes; and by readily quantifiable measures such as high retention and graduation rates, employment/career outcomes for students, other measures of student engagement and learning to include the National Survey of Student Engagement (NSSE) and internal measures. The university will engage and lead across the state in an effort to help Idaho achieve its goal of 60 percent postsecondary education attainment. To achieve this goal, UI undergraduate enrollment and graduates will increase 50 percent over current levels. The university will be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this outcome by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

Priority Institutional Metrics

We will use metrics to guide our efforts and task prioritization. Each metric is carefully defined in the attached appendix. Each of the major goals that follow has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics include:

Performance Measures	Baseline	July 2017	July 2018	July 2019	Waypoint 2 July 2022	Final Goal
Terminal Degrees (PhD, MFA etc.)	275	285	300	325	380	425
Societal Impact (Go On)	In Process					+50%
Enrollment (Heads)	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First term GPA & Credits (% equivalent – see appendix for definition)	75%	80%	85%	90%	95.0%	100%
"Great Colleges to Work For" Survey	In Process					Survey Avg in 4th Group (of 5)

UI's Principles and Values

Excellence

Individual commitment to excellence is central to the values we promote. We value the purposeful pursuit of knowledge that improves our communities and prepares us for a lifetime of service. We believe in a culture of leadership and promotion of excellence that passionately educates those seeking knowledge and celebrates success when that knowledge is applied to address societal challenges.

Respect

Central to our productivity and morale is a climate that is considerate and respectful. The University of Idaho is an extensive and diverse community of people from varied backgrounds and beliefs. We welcome the viewpoints and contributions of everyone in our community. We believe that an institution is only as strong as its ability to include diverse perspectives that critically contribute to the University of Idaho's mission.

Integrity

We believe that adherence to and a shared understanding of ethical principles is necessary for effective collaboration within an educational community. The University of Idaho is committed to internal congruence as well as openness and transparency in decision-making and leadership.

Perseverance

The University of Idaho is a community that is brave and bold in our pursuit of higher aspirations, always pushing to offer the best opportunities and environment for our students, faculty, staff and community. We are confident in our ability to succeed and have demonstrated long-term discipline to achieve our goals.

Sustainability

We embrace our personal and social obligation to ensure the sustainability of our future. For this community, ensuring a sustainable healthy lifestyle is part of a comprehensive desire to acknowledge stewardship of the natural environment to human interactions and well-being.

Innovate

Scholarly and creative work with impact

Goal 1: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds, and increased percentage of undergraduates participating in research.

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).

First Waypoint Metrics 2016/17-2018/19

The leading indicator for this goal is the number of conferred "highest degrees in field" or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred as well as other important factors (e.g. postdoctoral researchers), since funding and other factors are required to support advanced graduate student work. Our mission is knowledge production and dissemination. We choose terminal degrees as a proxy for the various measures of scholarly excellence. This measure also allows for the inclusion of applied research generated through master's degrees and creative activity generated through MFA and professional degrees. These projections are predicated on enrollment increases which bring about a faculty expansion from the current 450 tenure track faculty to nominally 650 tenure track faculty by 2025. The lead indicator and other measures are:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Terminal degrees in given field (PhD, MFA, etc.)	275	285	300	325	380	425
Number of Postdocs, and Non-faculty Research Staff with Doctorates	66	70	75	80	100	120
Research Expenditures ($ million)	95	100	105	115	135	160
Invention Disclosures	17	20	25	30	40	50
Number of undergraduate and graduate students paid from sponsored projects (System wide metric)	575(UG) & 574 (GR) 1149 Total	598 (UG) & 597(GR) 1195 Total	610 (UG) & 609 (GR) 1237 Total	622 (UG) & 621 (GR) 1268 Total	660 UG) & 659 (GR) 1320 Total	687 (UG) & 686 (GR) 1373 Total
% of students involved in undergraduate research (System wide metric)	66%	68%	69%	71%	74%	75%

Engage

Outreach that inspires innovation and culture

Goal 2: Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in HERI survey) as well as total economic impact assessment (EMSI).

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate, and dual credit engagement.

First Waypoint Metrics 2016/17-2018/19

The State Board of Education and Governor of Idaho's Go-On Initiative outlines the first societal issue we will address and serve as the leading indicator for this goal. In parallel, we will seek input on other critical issues facing society both in Idaho and globally. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Go-On Impact[2]	In process					+50%
Number of Direct UI Extension Contacts	338,261	348,000	359,000	370,000	375,000	380,000
% Faculty Collaboration with Communities (HERI)	57%	61%	63%	65%	68%	70%
NSSE Mean Service Learning, Field Placement or Study Abroad	52%	56%	58%	60%	66%	72%
Alumni Participation Rate[3]	9%	9%	10%	11%	13%	15%
Economic Impact ($ Billion)	1.1	1.1	1.2	1.3	1.7	2.0
Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount	 6,002 1,178	 6,500 1,200	 6,700 1,250	 6,700 1,250	 6,700 1,250	 6,700 1,250

[2] Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.
[3] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

Transform

Educational experiences that improve lives

Goal 3: Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B: Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, NSSE High Impact Practices score and reductions in remediation via curricular innovation.

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Indicators: Measures educational parity and retention rates (for new and for transfer students).

First Waypoint Metrics 2016/17-2018/19

To accomplish this goal, we must grow enrollment and improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint, shifting our focus to increasing the number of graduates as the primary measure by the time we reach the final waypoint. College education is greatly enhanced when graduates have sufficient exposure to enriching experiences in college such as the NSSE high impact practices (experiences that promote contextual learning outside the classroom – see appendix). The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Enrollment	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First term GPA & Credits (% equivalent)	75%	80.0%	85%	90%	95%	100%
Retention – New Students (System wide metric)	80.1%	82%	83%	84%	87%	90%
Retention – Transfer Students (System wide metric)	77%	77%	78%	79%	82%	85%
Graduates (All Degrees: IPEDS)[4]	2,861	2,900	2,950	3,000	3,500	4,000
a) Undergraduate Degree (PMR)	1,767	1,800	1,800	1,850	2,200	2,500
b) Graduate / Prof Degree (PMR)	741/123	700/130	750/130	800/150	850/170	1000/200
c) % of enrolled UG that graduate (System wide metric)	20%	20%	20%	20%	20%	20%
d) % of enrolled Grad students that graduate (System wide metric)	29%	29%	30%	31%	33%	35%
NSSE High Impact Practices	67%	70%	70%	75%	80%	85%
Remediation (System wide metric)						
a) Number	150	153	158	142	124	103
b) % of first time freshman	14%	14%	14%	12%	10%	8%

[4] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

Cultivate

A valued and diverse community

Goal 4: Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C: Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end user experiences (e.g. more customer service oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

First Waypoint Metrics 2016/17-2018/19

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Chronicle Survey Score: Job Satisfaction	In process					Survey Avg in 4th Group (of 5)
Multicultural Student Enrollment (heads)	2,605	2,922	3,130	3,305	4,000	4,300
International Student Enrollment (heads)	766	800	950	1,100	1,500	2,000
Full-time Staff Turnover Rate	17.6%	17%	16%	15%	12%	10%
% Multicultural Faculty and Staff	19% & 12%	20% & 13%	21% & 14%	22% & 15%	23% & 17%	25% & 18%
Cost per credit hour (System wide metric)	$335	$355	$366	$377	$412	$450
Efficiency (graduates per $100K) (System wide metric)	1.20	1.26	1.32	1.37	1.54	1.70

Plan Implementation

Resourcing the Strategic Plan via Integrated Planning

The strategic plan presented here is just one piece of a larger puzzle and cannot be pursued as an independent undertaking. Indeed, the incorporation of the strategic plan into other important university functions is vital to its success. The strategic plan will be connected to several key components of UI operations –budgeting, enrollment planning, accreditation, program prioritization, hiring, capital construction planning and fundraising.

The financial resources needed to meet the goals outlined in the strategic plan will come from multiple sources, including targeted investments from donors and the State of Idaho. The bulk of the new resources needed, however, will come from tuition revenue generated from enrollment growth, which fundamentally underpins the plan. Growing enrollment from roughly 11,400 students to over 17,000 over the next nine years will yield revenue that will enable the achievement of the goals outlined in this strategic plan.

The University of Idaho recognizes the role faculty, staff, students and university leadership share in the growth and nurturing of our mission, vision and enterprise. As we move forward together, we will harmonize the numerous processes outlined in this plan via an Institutional Planning and Effectiveness (IPE) committee. This committee will advise the President and the State Board of Education on a variety of matters and will coordinate multiple processes in a way that ensures progress toward meeting the goals and aspirations of the overarching strategic plan.

The strategic plan itself will require additional detail. This detail, which will be defined within the cascaded plans, will be provided by colleges and units across the university. The cascaded plans will address how current resources will be used in support of meeting strategic plan goals. They will also include new concepts and ideas that can accelerate our progress towards achieving key strategic objectives and metrics. The first phase of planning, or first waypoint, will take three years. The IPE committee will provide a structure to collect, implement and monitor cascaded plans. In addition, the IPE committee will start working with the various subcommittees handling other key university operations such as enrollment management, budget and capital planning and fundraising.

External Factors

Factors beyond our control that affect achievement of goals

1. The general economy, tax funding and allocations to higher education.
2. The overall number of students graduating from high school in Idaho and the region.
3. Federal guidelines for eligibility for financial aid.
4. Increased administrative burden increasing the cost of delivery of education, outreach and research activities.

Appendix: Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

1.) Terminal Degrees in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
2.) Postdocs, and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
3.) Research Expenditures as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
4.) Invention Disclosures as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
5.) Number of undergraduate and graduate students paid from sponsored projects: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
6.) Percent of students engaged in undergraduate research: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) Impact (UI Enrollment that increases the Go-On rate): The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) Extension Contacts: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
3.) Collaboration with Communities: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
4.) NSSE Mean Service Learning, Field Placement or Study Abroad: This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
5.) Alumni Participation Rate: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.
6.) Economic Impact: This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
7.) Dual Credit: These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) Enrollment: This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
2.) Equity Metric: This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) Retention: This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
4.) Graduates (all degrees): This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
5.) Degrees by level: Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.

6.) NSSE High Impact Practices: This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
7.) Remediation: This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) Chronicle Survey Score (Survey Average): This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here http://chroniclegreatcolleges.com/reports-services/.
2.) Multicultural Student Enrollment: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
3.) International Student Enrollment: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
4.) Full-time Staff Turnover Rate is obtained from UI Human Resources on an annual basis.
5.) Percentage of Multicultural Faculty and Staff is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
6.) Cost per credit hour: This metric is from the PMR for the SBOE and is update annually.
7.) Efficiency: This metric is from the PMR for the SBOE and is update annually.

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BOISE STATE UNIVERSITY

UPDATED FOR FY2017 THROUGH FY2021

MISSION STATEMENT
CORE THEMES
VISION
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KEY EXTERNAL FACTORS

Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at http://academics.boisestate.edu/planning/accreditation-standard-one/.

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

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

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

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

Vision for Strategic Plan

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

Focus on Effectiveness: A Strategic Plan for Boise State University
Initially developed for the years 2012-2017
Updated in this document to cover the fiscal years 2017-2021

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

Objectives:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.

- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Goal 1: Key Performance Measures	**Recent data**				**Performance Targets**	
					For FY2017	**For FY2021**
% students achieving University Learning Outcomes >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	Preliminary scores re: DLS courses; Fall 2015. 4-point scale; 3 = "satisfactory" >Understanding indiv. as members of a culture 3.0 >Understanding Historical & Cultural Forces 3.0 >Reasoning, Inquiry, and Problem Solving 2.9 >Responsibility & Personal Reflection 2.9				Initial assessment of ULO's 1, 3, 5, 6 in spring 2016 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2012	**2013**	**2014**	**2015**	**For FY 2018**	**For FY 2021**
Students participating in internships in research >Number of students with internship credit >Number of students with research credit[1]	860 -	847 -	833 -	876 -	900 No baseline	1000
	2008	**2010**	**2012**	**2015**	**For FY 2018**	**For FY 2021**
NSSE % of students participating in internships (and similar experiences), and in research > % of students participating in internship and similar experiences[2] >% of students participating in research[3]	51% 15%	47% 15%	43.6% 16.4%	51.2% 20.4%	52% 22%	55% 27%
				FY16	**For FY 2018**	**For FY 2021**
Vertically Integrated Projects[4] (VIPs) >Number of students enrolled in VIP >Number of VIP teams			New program	60 6	72 6	180 18
	2008	**2010**	**2012**	**2015**	**For FY2018**	**For FY2021**
NSSE benchmarks of student perception of quality of educational experience (% of urban peer; seniors)						
>Level of academic challenge	97.8%	98.2%	98.5%	See below		
>Active and collaborative learning	102.0%	96.5%	97.9%			
>Student-faculty interaction	96.9%	87.0%	90.8%			
>Enriching educational experience	96.7%	95.9%	93.0%			
>Supportive campus environment	90.0%	90.1%	88.3%			

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[1] Boise State recently created a set of university-wide course numbers to enable the tracking of numbers of students who participate in research. Because it is a new measure, there is no baseline data and any sort of performance target would be overly speculative.

[2] % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012: "Practicum, internship, field experience, co-op experience, or clinical assignment." 2015: "Internship, co-op, field experience, student teaching, or clinical placement."

[3] % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012:"Work on a research project with a faculty member outside of course or program requirement." 2015:"Work with faculty member on a research project."

[4] Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

	2008	2010	2012	2015	For FY2018	For FY2021
Revised[5] NSSE benchmark measures (% of peer group rating; for seniors only):						
Academic Challenge						
>Higher-Order Learning				99%⇔[6]	100%	105%[7]
>Reflective & Integrative Learning				102⇔	100%	105%
>Learning Strategies				97%⇩	100%	105%
>Quantitative Reasoning				102⇔	100%	105%
Learning with Peers						
>Collaborative Learning				103%⇧	100%	105%
>Discussions with Diverse Others				94%⇩	98%	100%
Experiences with Faculty						
>Student-Faculty Interaction				90%⇩	95%	100%
>Effective Teaching Practices				96⇩	100%	100%
Campus Environment						
>Quality of Interactions				101⇔	100%	105%
>Supportive Environment				91%⇩	95%	100%

[5] The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured
[6] ⇔ indicates that Boise State's score is statistically the same as peers; ⇩ & ⇧ indicate statistically lower and higher than peers
[7] A percentage of 105% indicates that Boise State would score 5% better than peers.

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

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

Goal 2: Key Performance Measures	Recent data				Performance Targets	
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Number degree graduates (distinct by award level)[5]*						
>Associate	195	165	132	166	150	150
>Baccalaureate	2,584	2,716	2,764	2,971	3,250	3,800
(SBOE target for baccalaureate graduates[6])	(2,270)	(2,413)	(2,557)	(2,700)	(2,986)	(3,565)[7]
>Graduate Certificate	170	167	192	226	250	250
>Master's	653	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Total distinct graduates	3,503	3,621	3,629	3,938		
	F2011 cohort	F2012 cohort	F2013 cohort	F2014 cohort	F2016 cohort	F2019 cohort
Retention[8]*						
>Percent first-time, full-time freshmen retained to year 2	71.5%	70.9%	74.5%	75.6%	78%	80%
>Percent full-time transfers retained or graduated by year 2	74.1%	74.0%	71.9%	73.5%	77%	80%
	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
6-year graduation rate of first-time, full-time freshmen	29.5%	38.2%	37.1%	37.9%	44%	50%
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Dual enrollment [9]*						
># credits produced	10,770	11,607	12,111	14,820	17,500	22,000
># students served	2,410	2,624	2,699	3,586	4,250	5,750
eCampus (Distance Education)						
>Student Credit Hours	55,571	60,146	66,058	73,668	85,000	105,000
>Distinct Students Enrolled	9,381	9,787	10,620	11,369	12,700	15,000
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Baccalaureate graduates per 3-year average FTE[10]	18.2	18.9	19.2	20.7	21.0	22.5
Graduate degree graduates per 3-year average FTE[11]*	54.4	55.0	48.6	47.2	50.0	50.0

[5] Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

[6] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

[7] FY2021 number for SBOE target assumes the same annual rate of increase (4.4%) as previous years; SBOE specified targets only through 2020.

[8] Retention is measured as the percent of first-time, full-time baccalaureate-seeking freshmen cohort returning to enroll the subsequent year. Transfer retention reflects the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated by that time.

[9] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. Reflects data from the annual Dual Credit report to the Board.

[10] Includes the unduplicated number of annual baccalaureate degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

[11] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking graduate students divided by 24.

Goal 2 (*continued*)

	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
Success and Progress Rate (at six years)[12]						
>First-time, full-time Freshmen cohort	64%	70%	70%	66%	72%	75%
>Full-time Transfer student cohort	75%	74%	77%	72%	77.5%	81%
	2008	**2010**	**2012**	**2015**	**For FY2017**	**For FY2021**
NSSE student rating of administrative offices (as % of urban peer average score)	94.5%	97.1%	96.9%	See below		
Revised[13] NSSE measures (% of peer group rating; for seniors only; higher score indicates better interaction):						
>Quality of interaction with academic advisors				100.5%⇔	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)				97.7%⇔	100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)				104.7%⇧	105%	105%
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**For FY2017**	**For FY2021**
Degrees and Certificates Awarded[14]*						
>Professional Technical Degrees & Certificates						
>Associate	218	168	137	168	152	152
>Baccalaureate	2,766	2905	2,900	3,154	3,450	4,035
>Graduate Certificate	170	171	195	237	260	260
>Master's	664	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Unduplicated graduates per 3-YR average FTE[15]*						
>Undergraduate	19.4	19.8	20.0	21.7	23.0	25.0

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

[13] The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

[14] Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

[15] Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30. Boise State focuses on the ratio pertaining to baccalaureate graduates since that is our primary mission.

Goal 3: Gain distinction as a doctoral research university.

Objectives:

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

Goal 3: Key Performance Measures	Recent data				Performance Targets	
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Research & Development Expenditures (as reported to the National Science Foundation)	\$27.9M	\$25.7M	\$26.6M	\$31.3M (tentative)	\$34.0 M	\$38 M
Number of doctoral graduates (PhD and EdD)	11	11	34	14	32	40
New doctoral programs	Fall 2012 start: PhD Biomolecular Science; PhD Material Science & Engineering; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy	No new doctoral programs	PhD in Ecology, Evolution, & Behavior; (approved February 2016)	PhD Computing	
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY 2013-17	For CY 2017-21
Number of peer-reviewed publications over 5-year period[16]	1,317	1,411	1,449	1,533	1,750	2,300
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY 2013-17	For CY 2017-21
Citations of publications by Boise State authors over five year span[17]	5,445	7,264	9,499	11,190	15,000	20,000

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

[17] Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as an address for at least one author. From Web of Science. http://library.boisestate.edu/researchindicators/index.php

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

Goal 4: Key Performance Measures	Recent data				Performance Targets	
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Number of graduates with high impact on Idaho's college completion rate						
Baccalaureate graduates traditionally underrepresented groups [18] >from rural counties[19] >from ethnic minorities	142 170	158 194	157 220	153 273	165 360	195 550
Baccalaureate graduates who are Idaho residents	2,264	2,317	2,298	2,408	2,635	3,080
Baccalaureate graduates who are of non-traditional age (age 30 and up)	767	811	859	822	900	1,050
Baccalaureate graduates who began as transfers from Idaho community college (in transfer cohort)	122	167	188	269	500	750
Number of graduates in high demand disciplines (bachelor's, master's, doctoral)[20]	1,661	1,741	1,705	1,968	2,153	2,517
Number of STEM graduates (bachelor's, STEM education, master's, doctoral)[21]	407	454	499	540	675	830
Students Participating in Courses with Service Learning Component	2,648	2,398	2,151	2,334	2,775	3,000
# of students requiring remedial coursework[22]*	123 10.4%	102 8.7%	110 9.4%	142 11.7%	100 8%	100 8%
Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in Spring 2015				Renewal of Community Engagement Classification in 2020	

[18] Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

[19] "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

[20] Defined as distinct number of graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.

[21] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

[22] Includes all new Idaho students who have been out of high school 1 year or less taking Math 15 or 25. remedial coursework.

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

Objectives:

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

Goal 5: Key Performance Measures		Recent data				Performance Targets	
		FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Cost of education[23] (resident undergrad with 15-cr load per semester; tuition & fees per year)	Boise State> WICHE avg> BSU as % of W>	$5,566 $6.645 83.8%	$5,884 $7,037 83.6%	$6,292 $7,331 85.8%	$6,640 $7,558 87.9%	Remain less than the WICHE state average	Remain less than the WICHE state average
	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Expense per EWA-resident Weighted SCH delivered: Undergrad Only[24]*	***In 2011 $$>*** Unadjusted>	***$247.02*** $252.13	***$258.60*** $267.81	***$270.73*** *$284.92*	***$281.35*** *$284.92*	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-resident Weighted SCH delivered: Undergrad & Graduate	***In 2011 $$>*** Unadjusted>	***$229.95*** $234.71	***$239.40*** $247.92	***$248.98*** $262.03	***$256.83*** *$284.92*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-Total Weighted SCH delivered: Undergrad Only[25]*	***In 2011 $$>*** Unadjusted>	***$231.71*** $236.50	***$239.51*** *$248.04*	***$247.30*** *$260.27*	***$256.26*** *$266.86*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-Total Weighted SCH delivered: Undergraduate and Graduate	***In 2011 $$>*** Unadjusted>	***$217.90*** $222.41	***$224.71*** $232.72	***$231.40*** $243.53	***$235.87*** *$248.54*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Distinct baccalaureate graduates per $100k undergraduate expense[26]	***In 2011 $$>*** Unadjusted>	***1.43*** 1.40	***1.44*** 1.39	***1.43*** 1.36	***1.49*** 1.42	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k

[23] WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/pub/tf

[24] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

[25] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, resident and nonresident, weighted using standard EWA calculation rules.

[26] Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

Goal 5 (*continued*)

Measures required by OSBE but not used by Boise State							
	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Distinct baccalaureate, grad certificate, and graduate degree graduates per $100k total undergraduate and graduate expenses[27]	***In 2011 $$>*** Unadjusted>	***1.58*** 1.55	***1.57*** 1.52	***1.53*** 1.45	***1.58*** 1.50	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k
Distinct undergraduate graduates (baccalaureate plus associate) per $100k undergraduate expense[28]*	***In 2011 $$>*** Unadjusted>	***1.52*** 1.49	***1.51*** 1.46	***1.48*** 1.41	***1.58*** 1.50	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k

[27] Expense information is from the Cost of College study and includes undergraduate and graduate expenses. Distinct graduates reflect unduplicated numbers of graduates at the baccalaureate, graduate certificate, and graduate degree (master's and doctoral) levels for summer, fall, and spring terms.
[28] Expense information includes undergraduate costs from the Cost of College study. Distinct undergraduate graduates include unduplicated associate's and baccalaureate degree completers for summer, fall, and spring terms.

Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State Strategic Goals→ → ↓SBOE Strategic Goals↓	*Goal 1: Create a signature, high-quality education experience for all students*	*Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.*	*Goal 3: Gain distinction as a doctoral research university*	*Goal 4: Align university programs and activities with community needs.*	*Goal 5: Transform our operations to serve the contemporary mission of the university.*
Goal 1: A well-educated citizenry					
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.		✓		✓	
Objective B: Adult learner re-integration- Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.		✓		✓	
Objective C: Higher level educational attainment - Increase successful progression through Idaho's educational system.		✓		✓	
Objective D: Quality education– Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.	✓	✓	✓	✓	
Objective E: Education to workforce alignment- Deliver relevant education that meets the needs of Idaho and the region.			✓	✓	
Goal 2: Innovation and economic development					
Objective A: Workforce readiness– Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓		✓	
Objective B: Innovation and creativity - Increase creation and development of new ideas and solutions that benefit society.			✓	✓	
Goal 3: Effective and efficient educational system					

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.	✓			✓	✓
Objective C: Alignment and coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.	✓	✓		✓	
Objective D: Productivity and efficiency- Apply the principles of program prioritization for resource allocation and reallocation.				✓	✓
Objective E: Advocacy and communication- Educate the public and their elected representatives by advocating the value and impact of the educational system.			✓	✓	

Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ → **↓Complete College Idaho Strategic Goals↓**	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

Mapping of Boise State University's Strategic Plan onto the Strategic Research Plan for Idaho Higher Education					
Boise State Strategic Goals→ → **↓Strategic Research Plan Strategic Research Goals↓**	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
Goal 1: Increase research and collaboration among, Idaho universities and colleges to advance areas of research strength and opportunity.					
Objective 1.A: Ensure growth and sustainability of public university research efforts.	✓		✓	✓	
Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).			✓	✓	
Objective 1.C: Expand joint research ventures among the state universities.	✓		✓		
Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.					
Objective 2.A: Increase the number of sponsored projects involving the private sector.			✓	✓	
Goal 3: Contribute to the economic development of the State of Idaho.					
Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.			✓	✓	✓
Objective 3.B: Increase the number of university startup companies.			✓	✓	
Goal 4: Enhance learning and professional development through research and scholarly activity.					
Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.	✓	✓	✓		

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

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Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

2017-2021

Idaho State University Strategic Plan 2017-2021

Vision: Leading in Opportunity and Innovation

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

Objective 1.1 ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.

Objective 1.1: Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
1.1.1a Number peer reviewed creative works and research presentations as examples of innovation, creativity and research				**591**	**442**	**542**	Two-year average plus a five-percent increase over five years
1.1.1b Number of non-peer reviewed creative works and research presentations as examples of innovation, creativity and research				**415**	**251**	**400**	Two-year average plus a five-percent increase over five years
1.1.2 Number of theses and dissertations completed	**137**	**132**	**153**	**130**	**130**	**143**	The five-year average plus five-percent increase from 2015 over five years
1.1.3 Number of students employed to work with faculty on research projects	**385**	**413**	**372**	**373**	**369**	**402**	Five-year average plus five-percent increase over five years
1.1.4 Number of graduate assistantships with teaching and/or research responsibilities	**243**	**251**	**240**	**250**	**333**	**366**	**A 10-percent increase from 2015 over five years**
1.1.5 Percentage of students enrolled in either an undergraduate or a graduate research course		**1,424**	**1,634**	**2,131**	**1,813**	**1,903**	**A five-percent increase from 2015 over five years**

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Objective 1.2 ISU provides high-quality programs at all levels; demonstrates academic excellence at all program levels; technical certificates, undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.

Objective 1.2 : Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
1.2.1 Number of students employed as content-area tutors	**191**	**112**	**141**	**134**	**118**	**146**	Five-year average plus five-percent increase over five years
1.2.2 Number of students participating in Career Path Internships	**241**	**583**	**651**	**762**	**890**	**935**	Five percent increase from 2015 over five years
1.2.3 Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating	**285**	**324**	**281**	**240**	**225**	**298**	Five-year average plus 10-percent increase over five years
1.2.4a Percentage of graduate placement in academic programs in College of Technology				**95**	**90**	**97**	Five-percent increase from 2015 over five years
1.2.4b Percentage of graduate placement in Professional Technical programs in College of Technology	**92**	**91**	**93**	**98**	**97**	**99**	Five-year average plus five-percent increase over five years
1.2.5 Number of regular comprehensive program and specialized accreditation reviews conducted each year			**2**	**2**	**2**	**Yes/No**	Did the University complete internal program review and/or specialized accreditation requirements in that year (1-No/2-Yes)
1.2.6 Number of undergraduate and graduate degrees awarded	**2163**	**2279**	**2343**	**2361**	**2283**	**2,628**	Increase of 345 from the trend (average 69 x5) 2011-2015 over five years

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

Objective 2.1 ISU provides educational pathways with multiple access points and diverse opportunities for students to enter and be successful in higher education.

Objective 2.1: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
2.1.1a **Number of students enrolled in ISU's Early College Program**	**1,425**	**1,669**	**1914**	**2,111**	**2,232**	**2,344**	**Five-percent increase from 2015 over five years**
2.1.1b **Total number of credits earned in ISU's Early College Program**	**8,644**	**10,453**	**11,438**	**12,746**	**13,855**	**18,746**	**Average difference from 2013 to 2015 (1,146) then multiply that number by five and add to the 2015 data to equate to the five-year growth**
2.1.2 In-state tuition and fees are competitive with peer institutions (rank)	**2**	**4**	**3**	**3**	**3**	**2**	Maintain #2 ranking among peers
2.1.3 Out-of-state tuition and fees are competitive with peer institutions (rank)	**5**	**6**	**9**	**8**	**8**	**7**	Maintain #7 ranking among peers
2.1.4 Number of total programs taught at all ISU locations (rollup)	**502**	**588**	**574**	**582**	**596**	**618**	Roll up of total # of program offerings @ ISU and its Centers for Learning
2.1.4a Number of programs taught at main campus in Pocatello	**418**	**490**	**476**	**496**	**497**	**500**	Increase of three program offerings from 2015 over five years
2.1.4b Number of programs taught at Idaho Falls Center for Learning	**28**	**40**	**41**	**41**	**45**	**50**	Increase of five program offerings from 2015 over five years

2.1.4c Number of programs taught at Twin Falls Center for Learning	**30**	**30**	**30**	**14**	**14**	**20**	Increase of five program offerings from 2015 over five years
2.1.4d Number of programs taught at Meridian Health Science Center for Learning	**18**	**19**	**17**	**17**	**17**	**20**	Increase of three program offerings from 2015 over five years
2.1.4e Number of on-line Center for Learning programs taught (e-ISU)	**8**	**9**	**8**	**14**	**23**	**28**	Increase of five program offerings from 2015 over five years
2.1.5 Number of Early College Program courses taught at High Schools	**258**	**299**	**345**	**350**	**356**	**427**	Twenty-percent increase from 2015 over five years
2.1.6 Number of on-line Center for Learning courses taught (e-ISU)	**509**	**727**	**849**	**1,023**	**1,111**	**1,667**	Fifty-percent increase from 2015 over five years
2.1.7 University enrollment	**18,640**	**19,284**	**19,180**	**18,640**	**18,073**	**21,688**	Twenty-percent increase from 2015 over five years

(red text indicates 2013-2014 SBOE-required measures for all institutions)

ISU FY 2017-2021 Strategic Plan (Rev. 06-03-16)

Objective 2.2 ISU provides support services and resources designed to enhance the academic success and non-cognitive skills of every student, while respecting their varying interests, abilities, academic goals, and levels of readiness.

Objective 2.2: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
2.2.1 Number of reported coach advisor contacts with students							New Indicator (collecting data to establish baseline)
2.2.2 Number of reported advising center contacts with students	**7,737**	**7,171**	**8,436**	**8,495**	**10,714**	**11,250**	Five-percent increase from 2015 over five years
2.2.3 Number Retention rate of degree seeking new transfer degree-seeking students	**21,409**	**22,576**	**22,319**	**18,946**	**12,699**	**21,549**	Five-year average, plus a 10% increase over five years
2.2.4 Number of reported Student Support Network contacts with students.			**296**	**463**	**331**	**400**	Three-year average, plus a 10% increase over three years
2.2.5 **Retention rate of degree seeking first-time students**		**62%**	**62.1%**	**73.5%**	**74.3%**	**80%**	Set by the Idaho SBOE
2.2.6 **Retention rate of degree seeking new transfer degree-seeking students**		**73.8%**	**69.2%**	**73.5%**	**74.3%**	**85%**	Set by the Idaho SBOE
2.2.7 **Cost per weighted credit hour to deliver undergraduate education.**	$280.68	$287.65	$301.93	$308.44	$324.41	$340.63	**Positively impact by limiting increase by 5% over next 3 years**

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

2.2.8 **Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).**	**1.29**	**1.25**	**1.25**	**1.29**	**1.19**	**1.70**	**Positively impact this ratio by 5% over next 3 years**
2.2.9a **Total degree production (undergraduate)**	**1608**	**1644**	**1709**	**1741**	**1685**	**1769**	**Increase graduate awards by 5% over the next 3 years**
2.2.9b **Total degree production (graduate)**	**547**	**635**	**634**	**620**	**598**	**628**	**Increase undergraduate awards by 5% over the next 3 years**
2.2.10a **Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (undergraduate).**	**1,562/ 19%**	**1,577/ 19%**	**1,626/ 19%**	**1,676/ 20%**	**1631/ 20%**	**1713**	**Positively impacts this ratio by 5% over next 3 years**
2.2.10b **Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate).**	**546/ 35%**	**633/ 35%**	**633/ 35%**	**615/ 35%**	**590/ 31%**	**620**	**Positively impacts this ratio by 5% over next 3 years**

(red text indicates 2013-2014 SBOE-required measures for all institutions)

Objective 2.3 ISU provides opportunities for students to effectively transition to college, participate in co-curricular programs, and prepare for career success in an increasingly diverse society.

Objective 2.3: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
2.3.1 Number of programs that serve diverse populations					**48**	**50**	Five-percent increase from 2015 over five years
2.3.2 Number of different co-curricular programs available to students	**142**	**143**	**148**	**153**	**149**	**156**	Five-percent increase from 2015 over five years
2.3.3 Number of students participating in co-curricular programs	**3,238**	**4,191**	**4,273**	**4,782**	**5,185**	**5,444**	Five-percent increase from 2015 over five years
2.3.4 Number of transition-related courses	**65**	**75**	**77**	**79**	**86**	**116**	Increase of 26 from the trend (average 5.65 x5) 2011-2015 over five years
2.3.5 Number of transition-related programs				**3**	**3**	**3**	Maintain the number of transition related programs from 2015
2.3.6 Number of career path-related opportunities	**241**	**583**	**651**	**762**	**890**	**935**	Five-percent increase from 2015 over five years

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

Objective 3.1 ISU consistently provides Idaho the broadest array of high-quality health professions programs distributed throughout the state.

Objective 3.1: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.1.1 Number of health professions programs offered	**52**	**57**	**56**	**55**	**58**	**61**	Five-percent increase from 2015 over five years
3.1.2 Number of degrees/certificates awarded in the health professions	**490**	**757**	**758**	**798**	**729**	**777**	Five-year average plus 10-percent increase over five years
3.1.3 **Number of graduates completing within 150% of expected time to degree/ options/ certificate in the health professions.**							**New Indicator (collecting data to establish baseline)**
3.1.4 Pass rates on first time licensure, and certification, and registration exams in the health professions	**2**	**2**	**2**	**1**	**2**	**Yes/No**	Did the University's Health Sciences programs achieve at or above standards for National Pass
3.1.5 **Number of locations of didactic and clinical educational sites throughout the state**							**New Indicator (collecting data to establish baseline)**

Objective 3.2 ISU contributes to the development of new knowledge in the biomedical, translational, rural, and health services research.

Objective 3.2: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.2.1 Dollar amount of extramural support for research in the Health Sciences ($Million)	**$3.6M**	**$4M**	**$6.2M**	**$7.3M**	**$9.2M**	**$13.3M**	Increase of $4M from 2015 over five years

Objective 3.3 ISU emphasizes expanded interprofessional experiences through teaching, research, and community partnerships.

Objective 3.3: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.3.1 **Number of IPE educational activities**							**New Indicator (collecting data to establish baseline)**
3.3.2 **Number of IPE research activities**							**New Indicator (collecting data to establish baseline)**
3.3.3 **Number of IPE service/clinical activities**							**New Indicator (collecting data to establish baseline)**
3.3.4 **Number of team-taught courses which multiple professions participate AND co-teaching**							**New Indicator (collecting data to establish baseline)**

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Objective 3.4 ISU delivers health-related services and patient care in the state through its clinics, postgraduate residency training sites, and other community venues.

Objective 3.4: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.4.1 Number of client visits to outpatient clinics in a fiscal year	**51,8117**	**54,234**	**49,394**	**47,357**	**46,112**	**48,030**	Established benchmark using the following formula from 2015 data- Pharm: +15%, Health: +5%, Dental: +1%, Psych: +5%, Reside: +5%, Audio: -65%, Speech: +1%. This is a 1,918 increase over a five-year period
3.4.2 Income from clinic service in a fiscal year.			**$3.477M**	**$3.684M**	**$3.820M**	**$4.321M**	Established the benchmark using the following formula from 2015 data- Pharm: +15%, Health: +5%, Dental: +1%, Psych: +5%, Audio/Speech:-10%. This is a $500,692 increase over a five-year period
3.4.3 Number of clinics	**15**	**15**	**15**	**15**	**16**	**18**	Increase of two clinical sites over the next five years

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Objective 4.1 Number of community activities and events that meet university and community needs (e.g., CommUniversity, Donor Visits, Continuing Ed, Workforce Training, Health Fairs, Clinics, Community Health Screenings, etc.)**.**

Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
4.1.1 Total economic impact of the University	**$312M**	**$318M**	**$323M**	**$328M**	**$328M**	**$345M**	A 5-percent increase from 2015 over five years
4.1.2 Number of community events held at ISU which involve the community, (e.g., high school and university athletics, cultural events, symposia)					**217**	**239**	Ten-percent increase from 2015 over five years
4.1.3 Economic impact of ISU identified through student enrollment, community fundraising, federal and state resources secured through programs (including research), the provision of ISU facilities to community programs, and CommUniversity collaborations (e.g., Bengal Pharmacies). ($Million	**312**	**318**	**323**	**328**	**329**	**$349M**	Increase of $20M from a five-year trend (4 per year average from 2011-2015) over five years

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Objective 4.2 Idaho State University collaborates with its local, regional/state, national, and global communities for the mutually beneficial exchange of knowledge and resources to address issues of public concern.

Objective 4.2: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
4.2.1 Number of faculty who volunteer or serve community organizations				**298**	**322**	**354**	Based on 60% of full time faculty (590)
4.2.2 **Number of affiliation agreements, contracts, MOUs, etc. w/community partners**							**New Indicator (collecting data to establish a baseline)**
4.2.3 Number of ISU semi-annual meetings/surveys with community members to assess their attitudes about the institution's activities in and interactions with its communities					**3**	**8**	Each Center for Learning and the main campus should hold two meetings a year

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

Funding

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

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

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

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

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

Federal Government

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

Local/Regional/National/Global Economic Outlook

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

ISU FY 2017-2021 Strategic Plan (Rev. 06-03-16)

Idaho State UNIVERSITY

STATE BOARD OF EDUCATION GOALS & OBJECTIVES	ISU STRATEGIC PLAN GOALS: Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
GOAL 1- A WELL EDUCATED CITIZENRY: Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.	✓	✓	✓	✓
– Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.	✓	✓	✓	✓
– Improve the processes and increase the options for re-integration of adult learners into the education system.	✓	✓		
– Increase successful progression through Idaho's educational system.		✓	✓	
– Quality Education: Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.	✓	✓	✓	
– Education to Workforce Alignment: Deliver relevant education that meets the needs of Idaho and the region.	✓		✓	✓

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

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Idaho State University

STATE BOARD OF EDUCATION GOALS & OBJECTIVES	ISU STRATEGIC PLAN GOALS: Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
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.	✓	✓	✓	✓
– Workforce Readiness: Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓	✓	✓
– Innovation and Creativity: Increase creation and development of new ideas and solutions that benefit society.	✓		✓	
– Economic Growth: New objective currently under development.	✓			

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

ISU FY 2017-2021 Strategic Plan (Rev. 06-03-16)

Idaho State University

STATE BOARD OF EDUCATION GOALS & OBJECTIVES	ISU STRATEGIC PLAN GOALS: Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
GOAL 3- Effective and Efficient Educational System: Ensure educational resources are coordinated throughout the state and used effectively.	✓	✓	✓	✓
– 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.	✓	✓	✓	✓
– Quality Teaching Workforce: Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.	✓		✓	
– Alignment and Coordination: Facilitate and promote the articulation and transfer of students throughout the education pipeline	✓			
– Productivity and Efficiency: Apply the principles of program prioritization for resource allocation and reallocation.	✓	✓	✓	✓
– Advocacy and Communication: Educate the public and their elected representatives by advocating the value and impact of the educational system.				✓

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

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LEWIS-CLARK STATE COLLEGE

STRATEGIC PLAN FY 2017-2021

LEWIS-CLARK STATE
COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2017-2021

June 7, 2016

VISION

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

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

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

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

MISSION

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

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

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

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

STRATEGIC PLAN
FY 2017-2021

Goal 1
Sustain and enhance excellence in teaching and learning.

Objective 1A.
Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

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

Timeline: FY 2017-2021 ongoing
Action: President, Provost and Vice Presidents, Director of Institutional Planning, Research and Assessment, Assessment Coordination Committee, Functional Area Assessment Committees, Division/Unit Assessment Groups

Progress: Based on LCSC's program prioritization process and in support of the President's Strategic enrollment initiative, all instructional programs have been reviewed for relevancy and efficiency. Several programs/certificates were eliminated due to low enrollments. New academic and professional-technical majors, minors, and certificates have been identified for inclusion in the SBOE's 5-year plan for FY17 and beyond. Summer School has been reworked to include a predictable menu of courses to enhance student progression. Dual Credit has been shifted to Academic Programs which will strengthen the relationship between the divisions, college faculty, and high school faculty. NACEP accreditation is in progress. All instructional programs continue to engage in annual assessments, and when applicable, in ongoing work related to specialized accreditation. During AY 15-16, the President and Provost met with many academic and professional-technical program Advisory Committees to learn how the college and programs can continue to meet local and regional industry needs.

Performance Measure(s):

Assessment submission
Benchmark: All units of the college will submit assessment documents that reflect genuine analysis and accurate reporting
Performance: 100% of units completed assessment (FY 2015)

First-time licensing/certification exam pass rates for professional programs
Benchmark: Meet or exceed national average
Performance: RN: LCSC 89%/National 83%, PN: 100%/82%, ARRT 100%/88% (FY 2015)

Percentage of responding LCSC graduates with positive placement
Benchmark: 95**%** of responding LCSC graduates will have positive placement
Performance: 92% (FY 2015)

Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition
Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%
Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide.
Performance: 68% (FY 2015)

Median number of credits earned at completion of certificate or degree program
Benchmark: Associate- 69 (SBOE Benchmark) Bachelor - 138 (SBOE Benchmark)
Performance: Associate 101, Bachelor 140 (FY 2015)

Objective 1B.
Ensure the General Education Core achieves its expected learning outcomes.

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

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Dean of Academic Programs, General Education Committee

Progress: All general education courses have been aligned with the new state competencies, and new courses will be approved on an ongoing basis. During summer 2015, assessment rubrics were drafted in support of general education assessment. Along with the Dean for Academic Programs, a team of faculty attended a general education assessment conference in fall 2015 to determine additional ways to enhance assessment practices. As a result of early assessment data, General Education assessment leaders are planning a summer retreat to strengthen and improve the General Education Capstone Seminar. The ETS Proficiency Profile is one measure of general education goals and outcomes, and is delivered every three years (spring 2017).

Performance Measure(s):

ETS Proficiency Profile critical thinking construct
Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.
Performance: 88th percentile (FY 2014)
Note: ETS Proficiency testing takes place every three years. We will update this measure with FY2017 result when they are available.

Objective 1C.
Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

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

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Chief Technology Officer, Director of e-Learning Services, Data Advisory Committee, Instructional Technology Advisory Committee

Progress: LCSC has had a successful year using the Blackboard LMS managed hosting and outsourced Help Desk features. e-Learning Services provides basic operational tutorials for first-time online instructors and guides faculty in the use of Quality Matters principles and practices. The Teaching-Learning Center hosted numerous events during 2015 focused on pedagogy and best practices, including internal discussion groups and presentations by regional experts. The Dean for Academic Programs continues to provide course development stipends in support of the new Interdisciplinary degree options and other high demand programs. Ongoing enhancements include focus on ADA accessibility in online course delivery.

Performance Measure(s):

Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses
Benchmark: 10,000
Performance: 8,780 (FY 2015)

Objective 1D.
Maximize direct faculty and student interactions inside and outside the classroom.

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

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: Each semester the Dean for Academic Programs along with central advising staff, work to determine the appropriate number of needed course sections, particularly in first-year and general education areas. We continue to explore options for evening and weekend course sections and hybrid programming which could have a weekend component.

Students engage in many collaborative initiatives with faculty including Center for Arts and History events, presentations and competitions at regional conferences, the Research Symposium in Lewiston and Coeur d'Alene, INBRE poster sessions and conference events, campus presentations, informal activities, and field trips.

Performance Measure(s):

Student-to-faculty ratio
Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio
Performance: 14 to 1 (FY 2015)

Number of students participating in undergraduate research
Benchmark: 400
Performance: 352 (FY 2015)

Objective 1E.
Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development. All faculty and staff pay will meet or exceed the median reported from peer institutions. Faculty development opportunities will be increased. Adjunct faculty pay will be increased.

Timeline: FY 2017-2021 (ongoing)
Action: President, Provost and Vice Presidents, Deans

Progress: The College continues to work toward faculty/staff compensation that aligns with peer institutions. In FY16, a state 3% change in employee compensation was distributed. Additional institutional dollars were used to address the most egregious salary gaps and to augment promotion increases. Adjunct pay was also increased by 3%.

In 2016, the college is moving away from a per head payment schedule for summer session where faculty often teach for very low wages, and instead align summer pay with the adjunct pay schedule. Each year the full (though modest) balance of Faculty Development funds, plus additional funds from the Office of the Provost, are distributed by a faculty peer committee (Faculty Affairs) in support of faculty research, professional presentations, or conference attendance. Higher Education Research Council (HERC) funds have been used to incentivize faculty and staff to submit external grant applications. Faculty development opportunities with stipends are available through the Teaching-Learning Center and course development is supported through Academic Programs.

Performance Measure(s):

Classified Staff (State of Idaho Classified Staff Pay Schedule)
Benchmark: Classified Staff pay will be 100% of State of Idaho Policy
Performance: 84.4% of staff meet or exceed 100% of policy (October 2015)

Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)
Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS
Performance: Mean faculty salaries are 87% of that averaged over peer institutions

Objective 1F.
Provide a safe, healthy, and positive environment for teaching and learning.

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

Timeline: FY 2017-2021 (ongoing)
Action: Vice President for Finance and Administration

Progress: In 2015 a totally renovated Silverthorne Theater was opened. This renovation was predicated on providing a fully accessible facility, including in the main theater, entrances, and greenrooms. During the summer of 2016, phase two of the ADA improvements to the interior sidewalk system will be completed. The project will continue to remove deteriorated brick walkways and replace with concrete. Designated sidewalk improvements and handicapped curb cuts will also be installed at that time. Additionally, an ad-hoc committee was formed to address ADA issues and concerns and to make recommendations to the college administration for needed improvements to campus and facilities. The committee is made up students, staff and faculty and is directed by the Director of Student Counseling and Disability Support Services and works in close coordination with the Campus Safety Committee. Finally, in the fall of 2015, design work started on a major multi-phased project to restore one of the older buildings on campus, Spalding Hall. The top priorities for the restoration are to improve accessibility and life safety by providing fire sprinklers throughout, create a third means of egress, upgrade existing building entrances so they meet ADA and fire code standards, upgrade mechanical and electrical systems and remove asbestos. The first phase of construction is planned to start in the Fall of 2017.

Performance Measure(s):

ADA compliance
Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved)
Performance: Benchmark achieved—no ADA-related write-ups in 2015 DBS inspection

Campus Safety
Benchmark: 100% of students will report that they feel safe on campus in the bi-annual campus climate survey
Performance: 90.1% (395/435 students – FY15)

Goal 2
Optimize student enrollment and promote student success.

Objective 2A.
Marketing efforts will focus on clearly identified populations of prospective students.

The college will establish a brand identity for advertising and marketing. It will expand outreach to students seeking a residential college experience and to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college. The college will increase its recruiting efforts for non-traditional students, strengthen its support of community college transfer students, and establish enrollment targets for out-of-state and international students. The college will leverage dual credit programs as a means to connect with high school students and invest in scholarships to strategically grow enrollment.

Timeline: FY 2017-2021 ongoing
Action: Vice President for Student Affairs, Director of College Communications, Director of New Student Recruitment, Director of International Programs

Progress: The College has made substantial progress in its marketing and advertising efforts. A new Director of College Communications has been hired. In his first months on the job, he published a style guide and has promoted consistency in the college's marketing messages and logos. The college has significantly expanded its outreach to traditional students throughout Idaho, Eastern Oregon, Eastern Washington, and Northern Nevada. The demand for a residential experience has grown such that a new residence hall is being planned. In the Fall of 2015, the college offered a course intended to introduce non-traditional students to on-line education. The president of the college initiated a new enrollment planning process, which addresses strategies for enticing adult learners to enroll at LCSC and also outlines strategies for enticing the college's dual credit students to enroll as degree-seeking students.

Performance Measure(s):

High school students participating in concurrent enrollment programs (headcount and total credit hours)
Benchmark: Annual Enrollment – 2,000 Annual Total Credit Hours – 8,500
Performance: 1,750; 8,071 (FY 2015)

Scholarship dollars awarded per student FTE
Benchmark: $2,500
Performance: $2,289 (FY 2015)

Objective 2B.
Retain and graduate a diverse student body.

LCSC will implement a student success course to enhance academic skills, impart post-secondary values and expectations, and coach students during their first semester. The course will supplement other curricular and advising reforms targeted towards students who place into Math and English courses below core levels.

Timeline: FY 2014-2017
Action: Provost, Vice President for Student Affairs, Dean of Academic Programs

Progress: A 3-credit student success course, ID 140, was approved by the faculty senate and has been taught for 4 semesters. The retention rates for the students required to take the class have shown to be slightly above the retention rate for the general population but, due to concerns about the sustainability of the course (e.g., financial, faculty) and concerns from academic leadership about the academic rigor the course, it has been discontinued effective Fall 2016. In its place, the college will expand its orientation program to include instruction for all new-entering, full-time, degree-seeking students throughout their initial semester. The courses that will be used are SD 107 and SD 307.

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

Timeline: FY 2014-2018 (ongoing)
Action: Vice President for Student Affairs

Progress: Centralized Advising continues to serve all new-entering freshmen and transfer students who have not completed their core math and English requirements. Additional support for new advisees comes from the recently created First-Year Experience program, which focus on prescriptive advising and follow-up for students who have a greater risk of attrition.

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LCSC will continue to leverage the Center for Teaching and Learning to support and share improvements in teaching, assessment, and curriculum development.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Student Affairs

Progress: The Teaching-Learning Center has been fully functional for one year, with a full-time LCSC Professor serving as Director. Over the past year, the TLC has facilitated faculty development and weekly discussion events related to experiential and active learning, online teaching, and writing and research across campus. The TLC has also hosted invited regional speakers to discuss equity in the classroom and tools for student engagement. Four faculty learning communities which have included teachers from the local school district, have developed and implemented strategies for enhancing student success in the classroom. These faculty have presented their work at the annual Research Symposium and through other modes of communication. Teachers from the local school district are also currently collaborating with LC faculty on integration of high impact practices into K-12 science classrooms.

Performance Measures:

(SBOE system-wide performance measure)
Total degree production (undergraduate)
Benchmark: 800
Performance: 771 (FY 2015)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
Benchmark: 800, 20%
Performance: 713; 15% (FY 2015)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).
Benchmark: 25%
Performance: 713/2,973; 24% (FY 2015)

(SBOE system-wide performance measure)
Total full-time new and transfer degree seeking students that are retained or graduate the following year (excluding death, military service, and mission) (split by new and transfer students)
Benchmark: 70% for new students; 80% for transfer students
Performance – New Students: 304/474 = 64% (FY 2015)
Performance – Transfer Students: 141/202 = 70% (FY2015)

First-year/ full-time cohort retention rate
Benchmark: 75 %
Performance: 61% (FY 2015)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 28
Performance: 26 (FY 2015)

First-year/ full-time cohort 150% graduation rate
Benchmark: 35%
Performance: 27% **(FY 2015)**

Objective 2C.
Maximize student satisfaction and engagement.

The college will conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years. The college will also conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle. The college will expand infrastructure to entice students to reside on campus and, with the input and guidance of student government, will support a wide variety of social and academic student activities.

Timeline: FY 2017-2021 (ongoing)
Action: Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: The College has established a student survey schedule. In cooperation with Institutional Planning, Research, and Assessment, Student Affairs staff will develop a new survey to be issued to LCSC students in late April of 2016 in order to continue to assess students' satisfaction with services, programs, and extra-curricular activities. In addition, the college issues a survey to freshmen shortly after they have begun their courses in order to determine their concerns and interests. LCSC also participates in the American College Health Association's National College Health Assessment, which provides data about student's concerns, as well as the National Survey of Student Engagement (NSSE). These data are being used to shape the content of the student success programming referenced in the first update for Objective 2B.

Performance Measure(s):

National Survey of Student Engagement (NSSE)
Benchmark: 90% of LCSC students will be satisfied
Performance: 89% (FY 2014)
Note: We will administer NSSE again in FY 2017.

Goal 3

Strengthen and expand collaborative relationships and partnerships.

Objective 3A.
Increase volunteer, internship, and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry. All matriculated students will serve as volunteers and/or interns as part of their educational program.

Timeline: FY 2017-2018
Action: Provost, Deans

Progress: Many students participate in internships as a required component of their educational programs. Hiring an Internship Coordinator continues to be a goal of Academic Affairs. In fall 2015, the Work Scholars program was introduced. This program pairs eligible students with an on or off campus work experience, which includes mentoring and active advisement by the supervisor and Program Director. A total of 20 spaces are available, with more industry supported slots in progress. Service Learning continues in many campus courses and is required of Work Scholars. The Teaching-Learning Center is developing a campus wide Service Learning plan.

Performance Measure(s):

Number of students participating in internships
Benchmark: 800
Performance: 743 (FY 2015)

Objective 3B.
Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will continue to utilize and market an inventory of faculty expertise that committees and boards of local organizations may draw upon. Faculty and staff will actively participate in statewide development of processes and systems to strengthen K-20 partnerships. LCSC will foster, promote, and support student, faculty, and staff research or other projects that benefit the community and region. LCSC will increase Workforce Training efforts.

Timeline: FY 2017
Action: Provost, Dean of Community Programs and Governmental Relations, Director of Grants and Contracts

Progress: Faculty in the Teacher Education Preparation program are actively engaged in partnerships with our K-12 community school partners. External grant dollars have been received to facilitate professional development opportunities with our K-12 partners related to math and science education (TESLA and IRMC). In addition, further collaboration between LCSC faculty and local school districts has focused on the integration of mobile technologies (i.e. iPads) into classroom learning. Faculty are involved in a number of research initiatives that benefit the region (e.g., through EPSCOR: nitrate levels in Hells Canyon, health of Tammany Creek in Hells Canyon, and monitoring water quality in the Lewiston-Clarkston Valley). The Research Symposium which provides a forum for the dissemination of student and faculty research, continues to be a successful event on the campus as well as at the Coeur d'Alene Center.

LCSC's Workforce Training Center collaborate with regional partners to provide entry level, upgrade, and industry-specific professional technical and safety training to meet individual and business/industry needs, including Idaho State employees throughout Idaho Educational Region II. Job related training (pre-employment or job skill upgrade) includes, but not limited to: apprenticeship(s), custom/contract, and short-term, industry specific training

Performance Measure(s):

Number of adults (duplicated) enrolled in workforce training programs
Benchmark: 4,000
Performance: 3,471 (FY 2015)

Objective 3C.
Increase cooperation and engagement of alumni for the advancement of the college.

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

Timeline: FY 2017-2021 (ongoing)
Action: Director of College Advancement, Director of Alumni and Community Relations, President of the LCSC Alumni Association

Progress: The LCSC Alumni Association is increasingly aware of the vital role it plays in the life of the College. More alumni are participating in the mentoring program and engaging with current students, volunteering for alumni committees and programs, and attending local and regional events. We have four active alumni chapters and in 2015 created an international group so that alumni can connect with each other throughout the world. This year the LCSCAA played a major role in hosting LC's first homecoming event in 38 years.

Performance Measure(s):

Number of Alumni Association members
Benchmark: 17,500
Performance: 16,009 (FY15)

Objective 3D.
Advance the college with community members, business leaders, political leaders, and current and future donors.

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

Timeline: FY 2017-2021 (Ongoing)
Action: President, Provost and Vice Presidents, Deans, Director of College Advancement, President of the LCSC Foundation

Progress: To more fully engage with the campus community, the LCSC Foundation Board of Directors routinely invites departments to give presentations and tours during Board meetings. This provides the Board with opportunities to learn about funding needs, program goals, and volunteer opportunities. This interaction has provided the Foundation Board with a better understanding on how donations and community engagement can enhance campus life for students, staff and faculty at LCSC. The Foundation hosts annual events such as the Scholarship Luncheon and President's Circle which allow key stakeholders to engage with scholarship recipients and learn about institutional goals and objectives.

The Foundation Board has approved a portion of the organizational budget for marketing efforts to better educate the community on the function of the Foundation and ways to get involved. The LCSC Foundation and its Board actively participate in: Rotary, Kiwanis, LCV Chamber of Commerce, Women's Connection, Governmental Affairs Council, Clearwater Estate Council, Nez Perce County Democrats, Nez Perce County Republicans, and a variety of Governor appointed Commissions.

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

Timeline: FY 2017-2021 (ongoing)
Action: Athletic Director

Performance Measure(s):
Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria
Performance: Met criteria (FY 2015)

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.
Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

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

Timeline: FY 2017-2021 (ongoing)
Actions: President, Provost and Vice Presidents, Deans, Chair of Faculty Senate

Progress: Presidential Planning Guidance (PGs) and Unit Action Plan templates and procedures were revamped prior to the Fall 2015 planning and budgeting cycle to reflect the new LCSC strategic plan and included initiatives identified through the Program Prioritization Process (PPP) for review and improvement. Unit Action Plan proposals were directly tied to the new strategic plan. A new Institutional Assessment Plan was developed to reflect the strategic plan, and PPP guidelines were embedded in an expanded program assessment process. All planning and assessment reference materials and plans/reports were posted on the LCSC intranet for the Fall 2014 and Spring 2015 planning, budgeting, and assessment cycles. Strategic Plan priorities and budget plans were briefed by the President to faculty, staff, students and other key stakeholders. Budgets, strategic plan documents, annual performance measures reports, and assessment documents—directly linked to the overall strategic plan—are readily available.

Performance Measure(s):

(SBOE system-wide performance measure)
Cost per credit hour – Financials divided by total weighted academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)
Benchmark: $400
Performance: $497 (FY 2015)

Objective 4B.
Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure and implement modifications to streamline processes and enhance communication.

Timeline: FY 2017
Action: President, Provost and Vice Presidents, Faculty Senate, Professional Staff Organization, Classified staff Organization

Progress: The College continues to explore ways to improve organizational structure and implement changes to allow processes to be more efficient and effective. Examples include the expansion of the Grants and Contracts Office reporting to the Vice President for Finance and Administration and the reassignment of support accounting and reporting duties to the Controller's Office for the Foundation reporting. Program assessment and Program Prioritization continue to be addressed in a Division/Department Assessment Committee and Functional Area Assessment Committee process which engages units and personnel across the college.

Performance Measure(s):

(SBOE system-wide performance measure)
Efficiency – Graduates (of at least 1-year or more) and degree completions per $100,000 of financials
Benchmark: 2
Performance: 1.6 (FY 2015)

Objective 4C.
Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

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

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Finance and Administration

Progress: A new Campus Facilities Master Plan was developed to reflect the new LCSC strategic plan and went into effect in July 2013. Classroom refurnishing and carpeting projects continued during FY 2014 and FY 2015. As of December 2015, the State has authorized over $3 M in alteration and repair projects on campus. The College completed a renovation of the Childcare Building providing new space for the Early Childhood Development program. Funds from the State were combined with institutional funds to start the renovation of Spalding Hall, an academic office building. This project is scheduled to start in Fiscal Year 2016 with the first phase to be completed in the Fall of 2017. The College has also initiated planning for a multi-purpose playfield and is in the initial planning stage of a Living and Learning Center that will house academic and student affairs programs along with a residence hall for up to 150 students.

Performance Measure(s):

Percentage of operating expenditures dedicated to capital project completion
Benchmark: 10%
Performance: 1.9% ($921,500/$48,861,907 - FY 2015)

Objective 4D.
Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.

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

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Finance and Administration

Progress: LCSC's capital equipment has been inventoried and, using the value of these assets and the depreciation schedules based on the useful life spans of the various equipment categories, the college submitted capital replacement requests to the Legislature for the FY 2015 and FY 2016 state budgets. The college received $825,700 in FY 2016 to be used for equipment replacement, with a majority of those funds being dedicated to central technology equipment and software. The College was successful in providing funds for the standing reserve for unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism has also been established within the Student Union operating budget to address planned or emergency replacement of high-cost equipment used by dining services and replacement of equipment and furniture in public areas of the building.

Performance Measure(s):

Ratio of Acquisition Costs to Depreciation Value of Fixed Assets
Benchmark: Ratio equal to or greater than 1
Performance: 0.39 ($410,389/$1,065,588)

Objective 4E.
Identify and secure public and private funding to support strategic plan priorities.

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

Timeline: FY 2017-2021 (Ongoing)
Action: President, Provost and Vice Presidents, Director of College Advancement, President of the LCSC Foundation, Director of Grants and Contracts

Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2015 to FY 2016 by nearly $2.8 million to $37,017,256, and shows an encouraging trend of support from the State of Idaho compared to recent years. The Grants Office was reorganized in 2014 to combine all grant pre-award and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. In 2015, an incentive program was implemented that provided a series of rewards for writing and successfully obtaining grant funds. At the end of FY 2015, the college had over 64 active grants worth over $5.2 million. As of December 30, 2015 the college had active grants worth more than $5.5 million. In College Advancement the LCSC Foundation's total assets reached an all-time high of over $7.8M at the end of calendar year 2015.

Performance Measure(s):

Institution funding from competitive grants
Benchmark: $3.0M
Performance: $2.3M (FY15)

LCSC Consolidated Financial Index (CFI)
Benchmark: 3.0
Performance: 5.57

Lewis-Clark State College FY 2017-2021 Appendix 1

Goal 1 - Sustain and enhance excellence in teaching and learning

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution					
Assessment submission	85%	97%	98%	100%	**All units of the college will submit assessment documents**
First-time licensing/certification exam pass rates	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	NCLEX RN 95% (National Average=84%)	NCLEX RN 89% (National Average=83%)	**Meet or Exceed National Average**
	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	NCLEX PN 75% (National Average=85%)	NCLEX PN 100% (National Average=82%)	**Meet or Exceed National Average**
	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	ARRT 100% (National Average=89%)	ARRT 100% (National Average=88%)	**Meet or Exceed National Average**
Percentage of LCSC graduates with positive placement	87%	92%	95%	92%	**95%**
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 90%	PRAXIS II 93%	PRAXIS II 83%	PRAXIS II 68%	**90%**
Average number of credits earned at completion of certificate or degree program	Associate 107	Associate 102	Associate 94	Associate 101	**Associate 69**
	Bachelor 148	Bachelor 147	Bachelor 148	Bachelor 140	**Bachelor 138**
Objective 1B: Ensure the General Education Core achieves its expected outcomes.					
ETS Proficiency Profile Critical Thinking Construct[1]			88%		**90% or better of comparison participating institutions**
Objective 1C: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.					
Fall end of term duplicated headcount for student enrolled in web and hybrid courses	7,945	7,726	8,726	8,780	**10,000**
Objective 1D: Maximize direct faculty and student interactions inside and outside the classroom.					
Student to teacher ratio	16:1	16:1	16:1	14:1	**16:1**
Number of students participating in undergraduate research	237	268	284	352	**400**
Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.					
State of Idaho Classified Staff Pay Schedule[2]	81.7%	80.9%	81.2%	84.4%	**100% of Policy**
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report[3]	87%	86%	89%	87%	**100% of Average of Peer Institutions all Academic Rank**
Objective 1F: Provide a safe, healthy, and positive environment for teaching and learning					
ADA Compliance			0	0	**Zero ADA-related discrepancies**
Students Who Feel Safe on Campus in Bi-Annual Climate survey (new measure)				90.1%	**100%**

Goal 2 - Optimize student enrollment and promote student success

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.					
Credit hours of high school students participating in concurrent enrollment programs	6,972	8,312	7,963	8,071	**8,500**
Headcount of high school students participating in concurrent enrollment programs.	1,805	1,797	1,959	1,750	**2,000**
Scholarship dollars per FTE	$1,728	$1,831	$2,142	$2,260	**$2,500**
Objective 2B: Retain and graduate a diverse student body.					
Total degree production and headcount (undergraduate)*	773/ 712	688/ 652	739/ 675	771/713	**800**
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	712/ 12%	652/ 11%	675/12%	713/15%	**800/20%**
Unduplicated number of graduates over rolling 3-year average degree-seeking FTE (separated by undergraduate/graduate)	712/ 2762 26%	652/ 2812 24%	675/ 2756 25%	713/2973 24%	**25%**
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)(split by transfer and new freshmen)*	New Freshmen 197/416 47%	New Freshmen 203/341 60%	New Freshmen 167/280 60%	New Freshmen 304/474 64%	**70%**
	Transfer 162/253 64%	Transfer 182/234 78%	Transfer 141/200 71%	Transfer 141/202 70%	**80%**
First-time full-time degree-seeking freshman retention rate	57%	51%	61%	61%	**75%**
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	23	22	25	26	**28**
First-time/full-time cohort 150% graduation rate	31%	30%	27%	27%	**35%**
Objective 2C: Maximize student satisfactions and engagement.					
NSSE-National Survey of Student Engagement[4]			89%		**90% LCSC Students Satisfied**

Goal 3 - Strengthen and expand collaborative relationships and partnerships

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 3A: Increase volunteer, internship, and career placement opportunities.					
Number of students participating in internships	698	654	655	743	**800**
Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.					
Number of adults (duplicated) enrolled in workforce training programs	3,627	3,659	3,533	3,471	**4,000**
Objective 3C: Increase cooperation and engagement of alumni for the advancement of the college.					
Number of Alumni Association members	12,726	13,301	13.904	16,009	**17,500**

Goal 4 - Leverage resources to maximize institutional strengths and efficiency

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.					
Cost per credit hour - Financials divided by total weighted undergraduate credit hours from the EWA report.*	$409	$467	$471	$497	**$400**
Objective 4B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.					
Efficiency - Graduates (of at least 1-year or more) and degree completions per $100,000 of financials*	1.5	1.4	1.5	1.6	2

*** Indicates SBOE System-wide performance measures**

Notes:

1. This test is administered every 3 years. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LC per the ETS Proficiency Profile Comparative Data.

2. These values represent the percentage of individuals in this class who are making 90% of policy.

3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.

4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years.

Key External Factors Appendix 2

Academic Year 2014-2015 Data: Student headcount for the fall semester was 4,304 and the full-time equivalent enrollment was 2,958. The college employed 182 faculty, 84 adjunct faculty, 151 professional staff, and 133 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. The following factors will affect LCSC's output:

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

The current demographic trends in Idaho foretell growth in the number of secondary students, with significant growth in the Hispanic population. Thus, output of the K-12 pipeline may lead to an increase in enrollment at LCSC, perhaps to begin during the five-year planning window. Additionally, LCSC may be able to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation.

Currently, unemployment in Idaho is low. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho have reduced the applicant pool in PTE programs as workers enter or re-enter the work force as the effects of the recession have eased.

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

Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. The joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus has been funded. The new facility could be opened toward the end of the current five-year planning window. Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly over $20 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for five-year planning window is to focus on upgrades of existing facilities; however, because the available student housing units are currently at maximum capacity the feasibility of building and new student resident hall is being evaluated.

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

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

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

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

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

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

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (15:1, and 8:1, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

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

Funding for higher education has been used as a rainy day reserve to support other state operations, most notably K-12, during economic downturns. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education, but progress has been made.

Over the past 2 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded some LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Increases in employee compensation has been funded during the past 2 years - half of the cost of those increases were transferred by state policymakers to student tuition.

There is no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been no support for funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

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

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

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

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

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COLLEGE OF SOUTHERN IDAHO STRATEGIC PLAN 2017-2021

OUR VISION

To improve the quality of life of those impacted by our services.

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

DEFINITIONS OF MISSION TERMS

"Provide quality…opportunities that meet…the diverse needs": **This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators, benchmarks, and targets established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.**

"Educational": **Relating to activities typically encompassed by teaching and learning.**

"Social": **Relating to the welfare of human beings as members of society.**

"Cultural": **Relating to the customs, traditions, and values of a society.**

"Economic": **Relating to economic development and economic welfare.**

"Workforce Development": **Relating to the training of a qualified workforce.**

"Communities we serve": **The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.**

DEFINITIONS OF PLAN TERMS

Core Themes/Goals: **Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.**

Objectives: **Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.**

Strategies: **Specific action items contained within each objective that guide the college toward fulfillment of the objective.**

Performance Measure Indicator: **A quantitative or qualitative indicator used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.**

Critical Success Activity: **A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.**

Benchmarks/Targets: **Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.**

Core Theme/Goal 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- **Objective #1: Strengthen the social fabric in the communities we serve**
- **Objective #2: Cultivate economic partnerships across the communities we serve**
- **Objective #3: Meet the workforce needs of the communities we serve**

Core Theme/Goal 1 Performance Measures

Workforce Training Headcount				
Workforce: Total duplicated headcount of workforce training completers (Source: State Workforce Training Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
4,426 (2011-2012)	3,368 (2012-2013)	3,137 (2013-2014)	4,319 (2014-2015)	Meet the workforce training needs of our area as determined by industry
Note: This is a new metric; a new benchmark is currently being established which will allow the college to better compare industry needs against CSI's ability to provide workforce training.				

Career Technical Education Completers				
CTE: Count of earned awards in CTE during the year (Source: VFA)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
454	584	489	493	Meet the workforce training needs of our area as determined by industry
Note: This is a new metric; a new benchmark is currently being established which will allow the college to better compare industry needs against CSI's ability to provide CTE training.				

Career Technical Education Placement				
CTE: Percentage of CTE completers employed or continuing their education (Source: Idaho CTE Follow-up)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
85.1%	86.1%	93.4%	94.1%	Maintain placement at or above the average for the previous four years (90%)

Additional Performance Measures Under Consideration/Development:
Establish tracking measures and benchmarks for the level and quality of community social partnerships
Establish tracking measures and benchmarks for satisfaction rates of community social partners
Establish tracking measures and benchmarks for the level and quality of community economic partnerships

Establish tracking measures and benchmarks for the satisfaction rates of community economic partners
Establish tracking measures and benchmarks for participation levels and satisfaction rates in enrichment activities
Establish tracking measures and benchmarks for community access to campus and services
Establish tracking measures and benchmarks for the number of industry recognized credentials awarded to workforce completers annually
Establish tracking measures and benchmarks for post workforce program completion median wage growth
Establish tracking measures and benchmarks for pre- and post-completer earnings
Establish tracking measures and benchmarks for student satisfaction rates
Establish tracking measures and benchmarks for employer satisfaction rates

Critical Success Activities:
Establish additional performance measures and benchmarks (Summer 2016; begin reporting spring 2017)

Core Theme/Goal 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- **Objective #1: Foster participation in post-secondary education**
- **Objective #2: Reinforce a commitment to instructional excellence**
- **Objective #3: Support student progress toward achievement of educational goals**
- **Objective #4: Provide evidence of achievement of student learning outcomes**
- **Objective #5: Offer opportunities for student engagement that go beyond the classroom**

Core Theme/Goal 2 Performance Measures

Institutional Enrollment Annual Enrollment: Annual unduplicated headcount (Source: PSR Annual Enrollment Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
12,915 (2011-12)	12,042 (2012-13)	11,747 (2013-14)	10,686 (2014-15)	Reverse trend of post-recession declining enrollment

Institutional Enrollment Annual Enrollment: Annual FTE enrollment (Source: PSR Annual Enrollment Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
5,182.73 (2011-12)	4,934.83 (2012-13)	4,468.17 (2013-14)	4,153.70 (2014-15)	Reverse trend of post-recession declining enrollment

Dual Credit Enrollment				
Dual Credit: Total dual credit hours earned for an entire academic year and unduplicated headcount of participating students. (Statewide Performance Measure) (Source: SBOE Dual Credit Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
14,187 credits 2,685 headcount (2011-2012)	14,218 credits 2,774 headcount (2012-2013)	12,171 credits 2,486 headcount (2013-2014)	16,331 credits 3,178 headcount (2014-2015)	Manage expected enrollment increases by increasing institutional dual credit infrastructure
Note: This is a new metric; a new benchmark is currently being established.				

Tuition and Fees				
Tuition and Fees: Per credit tuition and fees (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
$110 (2011-2012)	$110 (2012-2013)	$110 (2013-2014)	$115 (2014-2015)	Maintain tuition at or below other Idaho Community Colleges

Remediation Rate				
Remediation Rate: First-time, first-year students attending Idaho high school within last 12 months (Statewide Performance Measure) (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
69.5% (892 / 1284) (2011-12)	65.6% (820 / 1250) (2012-13)	60.6% (692 / 1141) (2013-14)	60.6% (659 / 1087) (2014-15)	This measure is an input from the K-12 system and is not benchmarkable, per SBOE.

Retention Rate					
Retention Rate: Percentage of full-time new and transfer, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Statewide Performance Measure) (Source: IPEDS)					
	FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
First-time, Full-time, degree seeking (IPEDS)	54% (623/1148) Fall 2010 Cohort	57% (574/1005) Fall 2011 Cohort	56% (574/1020) Fall 2012 Cohort	56% (441/783) Fall 2013 Cohort	60%
Transfer-in, full-time, degree seeking students (VFA)	The college has not traditionally tracked the retention rates of students transferring into the college. Mechanisms for tracking these students are currently being established.				TBD

Number of degrees and certificates awarded				
Degree Production: Degrees and certificates awarded and headcount of recipients (Statewide Performance Measure) (Source: IPEDS Completions)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
1,129 awards 1,029 graduates (2011-12)	1,271 awards 1100 graduates (2012-13)	1,152 awards 963 graduates (2013-14)	1,137 awards 970 graduates (2014-15)	Maintain graduation rates at or above the median for IPEDS peer group.

Number of degrees and certificates awarded				
Degree Production: Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Statewide Performance Measure) (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
23.4% (1,029/4,392) (2011-12)	25.2% (1,100/4,360) (2012-13)	23.3% (963/4,135) (2013-14)	25.6% (970/3,784) (2014-15)	27%

Graduation Rate				
Graduation Rate: Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
17% (165/949) Fall 2008 Cohort	19% (200/1062) Fall 2009 Cohort	18% (186/1011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	21%

Remediation Success				
Remediation Success--Math: Percentage of students who were referred to developmental Math and successfully completed any college level course work in Math. (Source: VFA)				
Fall 2007 Cohort (through summer 2013)	41.5% 334/805	Fall 2008 Cohort (through summer 2014)	42.1% 319/757	Benchmark/Target 44%

Remediation Success				
Remediation Success—English: Percentage of students who were referred to developmental English and successfully completed any college level course work in English. (Source: VFA)				
Fall 2007 Cohort (through summer 2013)	38.1% 145/381	Fall 2008 Cohort (through summer 2014)	44.5% 171/384	Benchmark/Target 46%

Academic Progress				
Academic Progress: Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year. (Source: VFA)				
Fall 2011 Cohort (through summer 2013)	46.3% 646/1394	Fall 2012 Cohort (through summer 2014)	33.4% 324/968	**Benchmark/Target** 40%

Academic Progress				
Academic Progress: Percent of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled. (Source: VFA)				
Fall 2007 Cohort (through summer 2013)	60% 638/1060	Fall 2008 Cohort (through summer 2014)	57.9% 525/906	**Benchmark/Target** 61%

Additional Performance Measures Under Development/Consideration:
Establish tracking measures and benchmarks for enrollment rates of Hispanic students
Establish tracking measures and benchmarks for enrollment rates of adult reentry students
Establish tracking measures and benchmarks for enrollment rates of post ABE/GED students
Establish tracking measures and benchmarks for enrollment rates from regional high schools
Establish tracking measures and benchmarks for the implementation of quality standards
Establish tracking measures and benchmarks for Career Technical Education advisory committee input
Establish tracking measures and benchmarks for faculty satisfaction with professional development
Establish tracking measures and benchmarks for student feedback
Establish tracking measures and benchmarks for average number of credits completed by students at graduation
Establish tracking measures and benchmarks for D, F, W percentages in loss point courses
Establish tracking measures and benchmarks for average debt load at graduation
Establish tracking measures and benchmarks for number of post-associate degrees available at CSI
Establish tracking measures and benchmarks for licensure pass rate of graduates

Critical Success Activities:
Publication of all degree and program level student learning outcomes
Finalize assessment of General Education program student learning outcomes
Finalize program level student learning outcome assessment for all transfer programs
Finalize program level student learning outcome assessment for all Career Technical Education programs

Core Theme/Goal 3: Institutional Stability

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

- **Objective #1: Provide employees with a work environment that values employee success and satisfaction**
- **Objective #2: Ensure that the college maintains the financial resources necessary to meet its mission**
- **Objective #3: Maintain a strong relationship with the CSI Foundation**
- **Objective #4: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities**
- **Objective #5: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment**
- **Objective #6: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes**

Core Theme/Goal 3 Performance Measures

Institutional costs per credit hour				
Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits are weighted (Statewide Performance Measure) (Source: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
NA	NA	\$ 299.04 (\$54,200,584/ 181,270) (2012-13 year)	\$ 299.58 (\$50,246,494/ 167,724) (2013-14 year)	\$300
Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2012 or FY2013 and have led to revised figures for FY14 and FY15 compared to previous reports.				

Institutional efficiency				
Graduates Per \$100,000: Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, (Statewide Performance Measure) (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C;)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
NA	NA	2.345 (1271/\$542.00) (2012-13 year)	2.292 (1152/\$502.46) (2013-14 year)	2.4

Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2012 or FY2013 and have led to revised figures for FY14 and FY15 compared to previous reports.

Grants Development				
Grants Development: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
$3,740,814 (2012-13 year)	$3,832,100 (2012-13 year)	$3,608,174 (2013-14 year)	$4,389,174 (2014-15 year)	$4 million

Foundation Scholarship Awards				
Foundation Scholarship Awards: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
$1.12 million	$1.3 million	$1.71 million	$1.78 million	$1.9 million

Additional Performance Measures Under Consideration:
Establish tracking measures and benchmarks for employee professional development opportunities
Establish tracking measures and benchmarks for employee enrichment opportunities
Establish tracking measures and benchmarks for employee wellness program participation
Establish tracking measures and benchmarks for employee satisfaction
Establish tracking measures and benchmarks for Campus Master Plan implementation
Establish tracking measures and benchmarks for technology master plan implementation

Critical Success Activities:
Implementation and refinement of new strategic plan (2016)

External factors:
Changes in the economic environment
Changes in national or state priorities
Significant changes in local, state, or federal funding levels
Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
Legal and regulatory changes

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CWI College of Western Idaho

Institutional Effectiveness

Updated February 2016
Board of Trustee Approval Feb 16, 2016

Strategic Plan 2017 – 2021

MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life

CORE THEMES

Professional technical programs
General education courses/programs
Basic skills courses
Community outreach

CORE VALUES

Acting with integrity
Serving all in an atmosphere of caring
Sustaining our quality of life for future generations
Respecting the dignity of opinions
Innovating for the 21st Century
Leaving a legacy of learning

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Mail Stop 1000 P.O. Box 3010 Nampa, Idaho 83653 phone 208.562.3505 fax 208.562.3538 www.cwidaho.cc

STRATEGIC PRIORITIES, OBJECTIVES, and MEASURES

GOAL 1: Student Success

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals).

Objective 1	**CWI will improve student retention and persistence**
Performance Measures	• Improve Course Completion rates ◦ *Benchmark: Course Completion rates will meet or exceed 80% by 2019* • Improve Semester-to-Semester Persistence rates ◦ *Benchmark: Semester-to-Semester Persistence rates will meet or exceed 80% by 2019* • Improve Fall-to-Fall Retention Rates ◦ *Benchmark: Fall-to-Fall Retention Rates will meet or exceed 55% by 2019* • Develop and report all Voluntary Framework of Accountability (VFA) Student Progress and Outcome Measures ◦ *Benchmark: Report 100% of required VFA measures by 2019*

Objective 2	**CWI will improve student degree and certificate completion**
Performance Measures	• Increase awarded AA, AS, and AAS degrees ◦ *Benchmark: Grant 750 AA, AS, and AAS degrees annually by 2019* • Increase awarded technical certificates ◦ *Benchmark: Grant 250 technical certificates annually by 2019* • Increase awarded certificates of completion through Workforce Development non-credit programs ◦ *Benchmark: Grant 9,300 certificates of completion annually by 2019*

Objective 3	**CWI will provide support services that improve student success**
Performance Measures	• Increase Applicant to Enrolled matriculation rate ◦ *Benchmark: Applicant to Enrolled matriculation rate will meet or exceed 40% by 2019* • Improve Persistence Rate (first to second semester of enrollment) for "1st time college attenders" ◦ *Benchmark: Persistence Rate will meet or exceed 77% by 2019* • Improve Completion Rate within 150% of program/major requirements ◦ *Benchmark: Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2019* • Decrease Average loan indebtedness and borrowing rates for CWI students ◦ *Benchmark: Average loan indebtedness and borrowing rates for CWI students will be below national averages (IPEDS) by 2019* • CWI will improve tutoring support services ◦ *Benchmark: CWI will provide tutoring support services that result in a penetration rate of 40% by 2019*

Objective 4	**CWI will develop educational pathways and services to improve accessibility**
Performance Measures	• Develop pathways for students who complete college prep course work to earn a C or better in the corresponding gateway course ◦ *Benchmark: 60% of Students who complete college prep course work will earn a C or better in the corresponding gateway course by 2019* • Increase Dual Credits awarded to high school students ◦ *Benchmark: Dual Credits awarded will meet or exceed 17,000 credits by 2019* • Increase discrete annual enrollments in online courses ◦ *Benchmark: Discrete annual enrollments in online courses will meet or exceed 20,000 by 2019*

GOAL 2: Employee Success

CWI values its employees and is committed to a culture of individual, team, and institutional growth which is supported and celebrated.

Objective 1	**Employees will have the resources, information, and other support to be successful in their roles**
Performance Measures	• Improve IT Help Desk tickets resolution upon initial contact • *Benchmark: >=65% of IT Help Desk tickets are resolved upon initial contact* • Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below: • CWI does a good job of meeting the needs of staff / faculty • I have the information I need to do my job well • It is easy for me to get information at CWI • I feel my supervisor supports me • I am empowered to resolve problems quickly *i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions*

Objective 2	**CWI will provide employees with professional development, training and learning opportunities**
Performance Measures	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below: • I have adequate opportunities for professional development and training to improve my skills • My supervisor helps me improve my job performance *i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions*

Objective 3	**Provide clear expectations for job performance and growth opportunities**
Performance Measures	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below: • My job description accurately reflects my job duties • My responsibilities are communicated clearly to me • My department or work unit has written, up-to-date objectives • I have adequate opportunities for advancement *i. Benchmark: >=80% agree/strongly agree on listed annual Employee Survey questions*

Objective 4	**Promote a culture to recognize employee excellence**
Performance Measures	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below: • I feel appreciated for the work that I do • The type of work I do on most days is personally rewarding i. *Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions*

GOAL 3: Fiscal Stability

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue, while improving operating efficiencies.

Objective 1	**CWI will operate using an annual balanced budget, will actively manage expenditures, and create operational efficiencies**
Performance Measures	• Improve processes to actively identify unfavorable revenue & expense trends ◦ *Benchmark: Develop at least 2 measures each year to actively identify unfavorable revenue & expense trends* • Improve efficiency in college business processes each year ◦ *Benchmark: Conduct analyses of three college business processes each year to identify and correct inefficiencies* • Improve student utilization related to annual operating budget ◦ *Benchmark: Incorporate student fees for strategic reserve into annual operating budget*

Objective 2	**CWI will maintain the integrity of existing revenue streams and will actively seek out new forms of revenue consistent with the College's mission**
Performance Measures	• Comply with all requirements of funding agencies to ensure continued and increased revenue streams ◦ *Benchmark: 100% compliance with funding agency requirements* • Advocate for additional state funding ◦ *Benchmark: Achieve parity with other Idaho Community Colleges by 2019* • Apply for new grant funds each year that support the strategic mission of the college ◦ *Benchmark: Increase grant revenue by 10% annually* • Reapply for all applicable ongoing grants each year ◦ *Benchmark: 100% reapplication rate for applicable ongoing grants* • Increase amount of monetary awards through grants ◦ *Benchmark: Increase monetary awards 10% each year* • Reduce the amount of unpaid tuition balances sent to collections ◦ *Benchmark: Achieve a reduction of 5% each year* • Increase annual revenue growth in Workforce Development ◦ *Benchmark: Increase revenue growth by 10% each year*

Objective 3	**CWI will work to maintain and enhance its facilities & technology and actively plan for future space and technology needs**
Performance Measures	• Improve facility utilization rates • *Benchmark: Increase facility utilization rates to 75% by 2019* • Improve completion of technology work-plan each year • *Benchmark: Achieve 75% completion of technology work-plan each year*

GOAL 4: Community Connections

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways.

Objective 1	**CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development**
Performance Measures	• Increase the number of people served through Workforce Development ◦ *Benchmark: Increase people served through Workforce Development by 10% each year* • Improve Workforce Development satisfaction, as measured by the Workforce Development participant survey ◦ *Benchmark: Workforce Development participant survey will meet or exceed 85% positive satisfaction*

Objective 2	**CWI engages in educational, cultural, and organizational activities that enrich our community**
Performance Measures	• Increase the number of hours CWI facilities are used by non-CWI organizations ◦ *Benchmark: Achieve increased utilization year over year* • Participate in events that support community enrichment ◦ *Benchmark: Participate in at least 50 events each year* • Increase Basic Skills Education to the 8 non-district counties in southwest Idaho ◦ *Benchmark: Increase BSE services provided year over year* • Increase CWI student-to-community engagement ◦ *Benchmark: Student-to-community engagement will exceed 6000 hours annually*

Objective 3	**Expand CWI's community connections within its service area**
Performance Measures	• Ensure Professional Technical Education programs and Apprenticeship programs in Workforce Development have Technical Advisory Committees with local business and industry members ◦ *Benchmark: 100% of Professional Technical Education programs and Apprenticeship programs have Technical Advisory Committees* • CWI will engage in outreach activities with public high schools ◦ *Benchmark: Engage in outreach activities with 100% of public high schools in the service area* • Increase number of active business partnerships ◦ *Benchmark: Increase active business partnerships by 25% by 2019*

GOAL 5: Institutional Sustainability

The College of Western Idaho (CWI) finds strength through its people and viability in its operations and infrastructure; therefore the institution will continually evaluate the colleges' health to ensure sustainability.

Objective 1	**CWI will promote the college's health and wellbeing**
Performance Measures	• Assess annual employee health and well-being through the Employee Survey questions listed below: • Overall, I am satisfied with my employment with CWI i. *Benchmark: >= 80% agree/strongly agree by 2019* • There are effective lines of communication between departments i. *Benchmark: >=75% agree/strongly agree by 2019*

Objective 2	**CWI will have effective and efficient infrastructure**
Performance Measures	• CWI will improve infrastructure and operating efficiencies • *Benchmark: CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019* • Assess procedures efficiency through the annual Employee Survey question "CWI has clearly written and defined procedures" • *Benchmark: >= 80 % agree/strongly agree by 2019* • CWI will reduce utility consumption (units consumed) on college owned properties • *Benchmark: Reduce utility consumption by 10% by 2019* • CWI will optimize its' Core Information & Technology (IT) Network • *Benchmark: Achieve an annual target of 99.99% network availability*

EXTERNAL FACTORS

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, PTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all of its facets. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on the success of higher education.

For Additional Information Regarding The

College Of Western Idaho

2017-2021 Strategic Plan

Contact:

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North Idaho College

North Idaho College Strategic Plan

2017-2021

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

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

Accreditation Core Themes
The college mission is reflected in its five accreditation core themes:

- Student Success
- Educational Excellence
- Community Engagement
- Stewardship
- Diversity

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

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

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

Objectives
1) Provide innovative, progressive, and student-centered programs and services.
2) Engage and empower students to take personal responsibility and to actively participate in their educational experience.
3) Promote programs and services to enhance access and successful student transitions.

Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
  Benchmark: Increase average of awards and transfer annually

- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
  Benchmark: 80% of employers indicate satisfaction with preparation of completers
- Fall to Spring Persistence Rate, credit students
  Benchmark: 84% persist
- First-time, full-time, student retention rates
  Benchmark: 63%
- First-time, part-time, student retention rates
  Benchmark: 45%

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

Objectives
1) Evaluate, create and adapt programs that respond to the educational and training needs of the region.
2) Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
3) Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
4) Recognize and expand faculty and staff scholarship through professional development.

Performance Measures
- Student Learning Outcomes Assessment goals are met annually
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- Full-time to Part-time faculty ratio
  Benchmark: Maintain above average ratio
- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
- Licensure pass rates at or above national pass rates
  Benchmark: Maintain at 85% or above
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: Sustain or increase
- All instructional programs submit annual summary reports documenting program improvements as a result of assessment
  Benchmark: 20% of total programs per year over five years until fully implemented

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

Objectives
1) Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
2) Demonstrate commitment to the economic/business development of the region.
3) Promote North Idaho College in the communities we serve.
4) Enhance community access to college facilities.

Performance Measures

- Distance Learning proportion of credit hours
  Benchmark: Increase annually by 2% until 25% of total student population is achieved
- Dual Credit annual credit hours in the high schools
  Benchmark: Increase by 5% annually
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: Increase by 5% annually
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: 3.6%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: 3.0%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average

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

Objectives
1) Foster a culture of inclusion.
2) Promote a safe and respectful environment.
3) Develop culturally competent faculty, staff and students.

Performance Measures
- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
- Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds
  Benchmark: Increase by 2% annually until the national average is met or exceeded

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

Objectives
1) Exhibit trustworthy stewardship of resources.
2) Demonstrate commitment to an inclusive and integrated planning environment.
3) Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures
- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2,000,000
- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the 42 month window
- Efficiency measures and energy upgrades result in dollars saved
  Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions

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North Idaho College

North Idaho College Strategic Plan

Strategic Plan Supplement

2017 – 2021

Student Success Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years
  Benchmark: *Increase average of awards and transfer annually*
  Status: *a) 25.6% b) 27.7% c) 2.8% d) 43.9%*
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
  Benchmark: *80% of employers indicate satisfaction with preparation of completers*
  Status: *96%*
- Fall to Spring Persistence Rate, credit students
  Benchmark: *84% persist*
  Status: *84.4%*
- First-time, full-time, student retention rates
  Benchmark: *63%*
  Status: *58%*
- First-time, part-time, student retention rates
  Benchmark: *45%*
  Status: *39%*

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals are met annually
  Benchmark: *80% percent or more of annual assessment goals are consistently met over 3-yr plan*
  Status: 72%
- Full-time to Part-time faculty ratio
  Benchmark: *Maintain above average ratio*
  Status: *0.8:1.0 (163 full-time and 194 part-time)*
- NIC is responsive to faculty and staff professional development needs
  Benchmark: *Maintain or increase funding levels available for professional development*
  Status: *$78,000 in current funding*
- Licensure pass rates at or above national pass rates
  Benchmark: *Maintain at 85% or above*
  Status: *98% or above for all programs for which data is available*
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: *Sustain or Increase*
  Status: *2.2%*

- All instructional programs submit annual summary reports documenting program improvements as a result of assessment
  Benchmark: *20% of total programs per year over five years until fully implemented*
  Status: *This is a new measure; no status available*

Community Engagement Performance Measures

- Distance Learning proportion of credit hours
  Benchmark: *Increase annually by 2% until 25% of total student population is achieved*
  Status: *24.3%*
- Dual Credit annual credit hours in the high schools
  Benchmark: *Increase by 5% annually*
  Status: *2,969*
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: *Increase by 5% annually*
  Status: *2,822*
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: *3.6%*
  Status: *3.3%*
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: *3.0%*
  Status: *2.1%*
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: *85% of total number score a satisfaction rating of above average*
  Status: *94%*

Diversity Performance Measures

- Number of students enrolled from diverse populations
  Benchmark: *Maintain a diverse, or more diverse population than the population within NIC's service region*
  Status: *80% White, 14% Other; 6% Unknown*
- Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds
  Benchmark: *Increase by 2% annually until the national average is met or exceeded*
  Status: *39.6% (compared to national average of 53.5%)*

Stewardship Performance Measures

- Dollars secured through the Development Department via private donations and grants
  Benchmark: *$2,000,000*
  Status: *$8.2 million*
- College-wide replacement schedule for personal computers
  Benchmark: *100% of the computers are replaced within the 42 month window*
  Status: *ERS A: 94.0%; ERS B: 98.9%*
- Efficiency measures and energy upgrades result in dollars saved

Benchmark: Sustain or Increase
Status: 12.5% overall decrease (over 7 year period) in utilities expenditures

- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions
  Status: $3,022

<u>Idaho State Board of Education System-Wide Performance Measures</u>

- Degree Production – Degree and certificate production and headcount of recipients
  Benchmark: Maintain graduation rate at or above the median for IPEDS peer group
  Status: 965 awards / 898 headcount

- Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE
  Benchmark: Compare favorably against Idaho peer group
  Status: 23.5%

- Retention Rate - Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year
  Benchmark: To be defined after three years of VFA data is collected
  Status: 58% (new); 57% (transfer)

- Undergraduate cost per credit
  Benchmark: Compare favorably against Idaho peer group
  Status: $302.49

- Graduates per $100k – Graduates per $100,000 of education and related spending by institutions
  Benchmark: Maintain rank at or above the median for IPEDS peer group
  Status: 2.04

- Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.
  Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
  Status: 58.6%

- Dual Credit – Total annual credit hours
  Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
  Status: 9,922

- Dual Credit – Unduplicated Annual Headcount
  Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
  Status: 993

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University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

2017-2021

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2017-2021

MISSION STATEMENT
The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:
- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT
The College of Agricultural and Life Sciences values:
- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT
We will be the recognized state-wide leader and innovator in meeting the state's current and future challenges to create healthy individuals, families and communities, and enhance sustainable food systems respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

Goals

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

Objectives:

1. Increase grant submissions and awards from agencies, commissions, foundations, and private industry by all tenure and non-tenure track faculty, staff, and administration for scholarship and creative activities in research, Extension, and teaching.
   Performance Measure: Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.
   Benchmark: Five percent increase over 5 years in the number of grants submitted.

2. Increase grants awarded to faculty by hiring grant specialists to assist in identifying funding opportunities and grant writers to assist in proposal development.
   Performance Measures: Availability and use of grant specialists and grant writers, number of grants identified by grant specialists and, number of grants submitted using the services of a grant writer.
   Benchmark: Attain an average of $20 million in extramural funding across research, Extension, and teaching scholarship during the 2017-2021 time period.

3. Allocate resources preferentially to defined college Programs of Distinction and departmental areas of excellence, and to emerging Programs of Distinction and areas of excellence.
   Performance Measures: Funds or in-kind donations acquired through development, endowments, and collaborations with public and private organizations.
   Benchmark: Develop plan consistent with the expectations of the next U of I Capital Campaign.

4. Provide Graduate Student support to reward faculty participation in interdisciplinary programs to improve competitiveness of center- or team-based grant proposals.
   Performance Measures: Number of Graduate Students supported.
   Benchmark: Support 20 additional Graduate Students by 2021.

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

1. Actively participate in identifying, developing, and providing seed money for Programs of Distinction and areas of excellence.
   Performance Measures: Programs of Distinction identified, work plans created, and measures of effectiveness established for each Program of Distinction by 2017; measures assessed annually thereafter.
   Benchmark: Twenty percent of faculty working effectively in Programs of Distinction and engaged with clientele and stakeholders.

2. Redirect internal resources and recruit industry and agency funding for student internships and student service learning projects that support outreach and engagement in priority areas.
   Performance Measures: Amount of funding redirected and recruited annually; number of students engaged in internships and in service learning projects during their undergraduate or graduate programs.
   Benchmark: By 2017, funding for internships related to outreach and engagement and student research projects will be increased to above the 2013 benchmark.

3. Recognize faculty for outreach and engagement accomplishments as part of annual evaluation, promotion and tenure.
   Performance Measures: Unit administrators recognize, value, and reward significant outreach and engagement outcomes and impacts.
   Benchmark: Unit administrators can clearly communicate outcomes and impacts resulting from outreach and engagement accomplishments of their faculty.

4. Expand the role of all advisory boards by utilizing the networking capabilities of advisory board members to enhance partnership development.
   Performance Measures: Partnerships developed through collaborative efforts with advisory board members, Development, and administration.
   Benchmark: Outreach and engagement programming enhanced through partnerships with key agencies, organizations, and foundations.

5. Market outcomes of Programs of Distinction and areas of excellence through college publications, popular press articles, and presentations to decision makers and stakeholders.
   Performance Measures: Number of articles featuring outcomes and impacts of Programs of Distinction and areas of excellence; number of major presentations featuring Programs of Distinction and areas of excellence outcomes and impacts.

Benchmark: Outcomes of Programs of Distinction and areas of excellence have been documented and reported to stakeholders and decision makers by 2018.

Organization, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

1. Include an emphasis on diversity by providing multi-cultural events and training opportunities or by participating in University sponsored activities.

   Performance Measures: Number of faculty and staff who complete a multi-cultural competency training in addition to increased faculty, staff, and student participation in multi-cultural events or UI sponsored activity.
   Benchmark: Increased diversity awareness among faculty, staff, and students.

2. Seek private and public funding for scholarships to increase enrollment by underrepresented groups.
   Performance Measures: Amount of funding raised.
   Benchmark: Increase the number of scholarships by 2021.

3. Utilize established university policies and procedures to address problematic behaviors.

   Performance Measures: Number of reported incidences and investigations.
   Benchmark: Reduce the number of reported incidences and investigations relative to the average of the previous five years.

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University of Idaho
Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN
2017-2021

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

OUTCOME-BASED VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Strategies:

1. Upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.

2. Establish, renew, remodel, and reallocate facilities to encourage funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR programs in forest and nursery management as well as the Rangeland Center and Policy Analysis Group.

Performance Measures:

- Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.
- Non-FUR funding leveraged by FUR-funded indoor and outdoor laboratories, field facilities, and teaching, research and outreach programs.

Benchmarks:

Numbers of CNR faculty, staff, students and constituency groups set at 2016 level with an ongoing objective for them to stay the same or increase based on the investment level in this aspect of FUR programming.

Start with a 3:1 return on investment ratio meaning every one dollar of FUR state funding leverages at least three non-FUR funded dollars from other sources.

Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Strategies:

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland productivity, regeneration, and rehabilitation, including nursery management practices, fire science and management, and a full spectrum of

ecosystem services and products, including environmental quality, and their economic importance.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing operations, forest and rangeland regeneration and rehabilitation firms, working livestock ranches, as well as governmental and non-governmental enterprises and operating units.

3. Conduct research and do unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues.

Performance Measure:

- An accounting of products (e.g., seedlings produced, research reports, refereed journal articles) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models) created and delivered including an identification of those which are recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.
- Number of external stakeholders (non-university entities) that request information and/or consultancies on FUR-funded protocols for technologies or knowledge related to programs such as regeneration of native plants and seedlings, fire science, timber harvesting, wood residue utilization, livestock grazing, forest and rangeland restoration, market opportunities, economic impact, etc.

Benchmark:
Numbers and types of products and services delivered and stakeholders serviced as of 2014-2016 average levels with an ongoing objective for benchmarks to stay the same or increase based on investment levels in this aspect of FUR programming during the defined period.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

Strategies:

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues associated with forest and rangeland management, maintenance of environmental quality, and economic development.

2. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations.
3. Foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality.

Performance Measure:
Document cases:

- Communities served and resulting documentable impact;
- Governmental agencies served and resulting documentable impact;
- Non-governmental agencies and resulting documentable impact;
- Private businesses and resulting documentable impact; and
- Private landowners and resulting documentable impact.

Benchmark:
Meeting target numbers for audiences identified above as well as developing and experimenting with a scale for measuring documentable impact.

Goal 3: Teaching and Learning

Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective A: Develop effective integrative learning activities to engage and expand student minds.

Strategies:

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies including bioenergy and bioproducts, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services and products and their valuation.
2. Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus.
3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measures:

- Number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

- Number of hits on PAG and other FUR-related web-sites, and where feasible number of documents or other products downloaded by stakeholders.

Benchmark:

Meeting or being above target numbers for the audiences and programming proposed above as per investment in a given funding cycle.

KEY EXTERNAL FACTORS

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Idaho Geological Survey (IGS) 2017-2021

STRATEGIC PLAN

Idaho Geological Survey

VISION STATEMENT

The Idaho Geological Survey vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service, research, outreach, collaboration and educational* activities.

MISSION STATEMENT

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic information related to population growth, energy- mineraland water-resource development, landslide hazards and earthquake monitoring.

AUTHORITY

Idaho Code provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

Service and Outreach

Goal 1: Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).

Objective 1: Develop and publish survey documents ***Performance Measure:*** Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (985 Publications, Maps and Reports cumulative; 15 maps published during 2015).

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.

Objective 2: Build and deliver website products

Performance Measure: Number of website products used or downloaded (For 2015: 155,577 downloads and 432,321 visitors to the IGS website).

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.

Objective 3: Sustain Idaho State Documents Depository Program and Georef Catalog (International)

Performance Measure: Percentage total of Survey documents available through these programs (~ 99%).

Benchmark: 100%

Objective 4: Sustain voluntary compliance with uploads of new geologic mapping published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measure: *Number of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (583 maps cumulative have been uploaded).*

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.

Research

Goal 2: Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies and industry partners.

Objective 1: Sustain and enhance geological mapping and related studies

Performance Measure: Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance and areas that are predisposed to geologic hazards as designated by Idaho Geological Mapping Advisory Committee.

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.

Objective 2: Sustain and build external research funding

Performance Measure: Externally funded grant and contract dollars.

Benchmark: The number of externally funded grant and contract dollars compared to five year average.

Education

Goal 3: Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective 1: Develop and deliver earth science education programs and public presentations

Performance Measure: Educational programs for public audiences.

Benchmark: The number of educational presentations will be equal to or greater than the previous year.

Key External Factors:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is subject to federal funding and there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.

Emerging natural gas and condensate infrastructure and development in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic partnerships with the energy industry are currently under negotiation.

New partnerships are also being sought through universities, state agencies and natural resource industries.

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past five years, IGS has experienced a 76% increase in the number of downloaded products from the Survey's website. The number of visitors to the IGS website has increased by 111% over the same five year time frame. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the Idaho Geological Survey:

Provide high quality petroleum assessments and geologic services to evaluate oil gas potential in perspective areas of the state by augmenting the Survey's annual budget with a small percentage (~ 0.25%) of the proceeds from oil and gas severance taxes.

Provide critical mass for primary customer services and state agency collaboration through consolidation of two satellite offices in the southern part of the state at the Boise Water Center.

Provide better agency access for public patrons and growth potential for the IGS by relocation of the Moscow office to a more suitable facility on campus at the University of Idaho.

Increase the number and scope of digital web applications for the Survey's maps and geologic information to accommodate smart phone and tablet technologies for the public.

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2017 - 2021

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program

STRATEGIC PLAN 2017-2021

VISION STATEMENT:

Improved health and productivity of Idaho's food-producing livestock

MISSION STATEMENT:

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Goal 1. Education

Objective A: Continue to provide and improve the highly-rated and effective experiential veterinary clinical teaching program.

Action Items:

- Ensure offerings of elective rotations for experiential learning opportunities that meet contractual requirements (minimum of 65 rotations offered)

Performance Measures:

- Percentage of elective offerings (blocks) filled
- Number of seniors selecting rotations
- Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho

Benchmark:

- Student participation in at least 80% of elective rotations offered
- Greater than 40 students selecting rotations
- At least 7 Idaho resident graduates (65%) licensed to practice veterinary medicine in Idaho

Objective B: Pre-clinical veterinary educational opportunities

Action items:

- Administer experiential summer learning opportunities for first- and second-year students in veterinary education program (Northwest Bovine Veterinary Experience Program – NW-BVEP)
-

Performance Measures:

- Annual recurring placement of students

Benchmark:

- Total of 12 first- and second-year veterinary students in the NW-BVEP annually

Goal 2. Scholarly and Creative Activity

Objective: To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.

Action Items:

- Encourage faculty to remain influential in their professional/educational disciplines appropriate to the educational mission
- Contribute to the AVS Department areas of excellence and the CALS Beef Program of Distinction through grants and publications of research

Performance Measures:

- Number of fellows in disciplinary associations
- Personnel elected to leadership role in professional organizations
- External grants received
- Refereed journal articles

Benchmark:

- Participation in at least one departmental area of excellence and in the CALS Beef POD
- At least one invited presentation by each faculty member to local, state, regional, national, or international meeting.
- At least one external research grant per year funded for scholarly activities and funding of NW-BVEP
- At least one refereed journal article published per year per faculty FTE

External Factors:

The Caine Veterinary Teaching Center (CVTC) has provided years of valued education for 4th year veterinary students from Washington State University College of Veterinary Medicine (WSU-CVM) and now WIMU. CVTC blocks are no longer a required component of the veterinary degree in WIMU. The CVTC is a referral veterinary clinic receiving cases from practitioners in the area. The number of cases referred has been steadily declining over the past 5-10 years. Since the original group of faculty was hired in the 1970s, no new faculty member has attained tenure and remained at CVTC. Currently only a single faculty member remains after resignations of two faculty in FY 2016. Significant Idaho Agricultural Experiment Station funds have been allocated to CVTC with expectations of research productivity; however, little research activity has occurred in the past few years. In order to address potentially a changing educational environment and to use research funds effectively, a review of the CVTC occurred the past year culminating with stakeholder input at a review in June. Veterinary education was identified as the essential function of CVTC. Expectations in veterinary education from WSU-CVM leadership have indicated that the food animal blocks offered through CVTC are important to meeting accreditation but some changes need to occur to fill holes not available through blocks offered in Pullman. Part of the issue is the desire by WSU-CVM for food animal population-based medicine experiences in Idaho. This is difficult due to the “referral” nature of the CVTC clinic. In order for greater field opportunities on farms and ranches in the food animal blocks, a change in faculty access to herds and flocks needs to occur. Utilizing University of Idaho animal resources will be the initial method to enhance access to herds and flocks. As such, faculty with primary responsibility to veterinary medical teaching will be located near existing University of Idaho farms and ranches, and in the heart of the dairy area, Magic Valley. As such, the CVTC will be closed by the end of FY 2017.

WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan 2017-2021

WWAMI is Idaho's regional medical education program, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine** (UWSOM). In August 2015, we began the new 2015 WWAMI medical school curriculum at all six WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based Colleges training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for 3 terms, instead of 2. It also provides our medical students with the option to spend all four years of their medical education in the State of Idaho. The development and implementation of the new WWAMI curriculum is first in the nation to represent the collaborative efforts of faculty, staff, students and others across many states in building and implementing an entire common curriculum.

Over the past three years, the Idaho State Legislature appropriated funding to continue the support for 5 more first-year medical seats in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. In addition, the State of Idaho appropriated funding for 5 additional traditional WWAMI students, expanding the Idaho class size to 35 medical students starting in fall 2015 with the ultimate goal of reaching 40 medical students by fall 2016.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic

Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

UWSOM and its partners in the WWAMI region are dedicated to improving the general health and wellbeing of the public. In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**. The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations;**
- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine.**

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho,** who have joined in a unique regional partnership. UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;
2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;
3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;
4. Advance patient care and improve health through discovery and application of new knowledge;
5. Teach, model, and promote:
    a. the highest standards of professionalism, honor, integrity, empathy, compassion, and respect;
    b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;
    c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;
6. Encourage students to maintain and model a balanced and healthy lifestyle;
7. Foster dedication to service, including caring for the underserved;
8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and
9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

Alignment with the Idaho State Board of Education's Strategic Plan 2017-2021

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

- ***Performance measure***: the number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.
- ***Benchmark*:** National ratio of state applicants to medical school per state-supported seats.

Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- ***Performance measure***: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.
- ***Benchmark***: target rate – national average or better.

GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

- ***Performance Measure***: WWAMI faculty funding from competitive federally funded grants.
- ***Benchmark***: $3M annually, through FY16.

Objective B: Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

- ***Performance Measures*:** Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)

- ***Benchmark***: 100%

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

- ***Performance measure***: pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

- ***Benchmark***: U.S. medical student pass rates, Steps 1 & 2.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- ***Performance measure***: the number of WWAMI rural summer training placements in Idaho each year.
- ***Benchmark***: 20 rural training placements following first year of medical education.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- ***Performance measure***: the number of WWAMI medical students completing clerkships in Idaho each year.
- ***Benchmark***: 20 clerkship students each year.

Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

- ***Performance measure***: Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.
- ***Benchmark***: 50% of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year.

Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- ***Performance measure***: Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.
- ***Benchmark***: target ratio – 60%

Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

- ***Performance measure***: Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.
- ***Benchmark***: 50%

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

New Medical Curriculum Implemented in 2015: the University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which will impacted delivery of education and training in the WWAMI programs in Idaho. Given that students will be on the University of Idaho campus for three terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state all four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple programs such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The proposed introduction of a for-profit medical school in Idaho adding 300 additional students needing clinical training, would create significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Supplement: Performance Measures

Goal 1 / Objective A. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats. The ratio of applicants in Idaho to the number of available seats was 4.7:1; the national ratio of in-state applicants to available seats is 2.2:1.

Goal 1 / Objective B. The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (292/578).

Goal 2 / Objective A. The benchmark for this objective is $1.4M annually, through 2015. In FY15, UI WWAMI faculty earned $2.3M in new funding from federal grants.

Goal 2 / Objective B. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Goal 2 / Objective C. The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Goal 3 / Objective A. The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 23 students completed a R/UOP experience in Idaho.

Goal 3 / Objective B. The benchmark is 20 clerkship students per year in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete five of six required clerkships in

Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Twelve third-year students and seventeen fourth-year students participated in the Idaho Track during the 2014-2015 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2014-15, a total of 91 UWSOM students completed one or more clinical rotations in Idaho. Those 91 medical students completed a total of 260 individual clinical rotations in Idaho.

Goal 3 / Objective C. The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties). The specialties of the 201 graduating class are as follows:

Emergency medicine (1)
Family Medicine (6)
Internal Medicine (5)
Obstetrics – Gynecology (3)
Transitional Medicine (1)
Orthopedic surgery (1)
Pediatrics (4)
Radiation – Diagnostic (1)
Vascular Surgery (1)

Goal 3 / Objective D. The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (435/578).

Goal 3 / Objective E. The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY15, 72% of the State appropriations were spent in Idaho.

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ISU Department of Family Medicine Strategic Plan 2017-2021

Vision:
The Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

Mission:
ISU FMR is committed to interdisciplinary, evidence-based care and service to our patients and community; university-based education of residents and students; and recruitment of physicians for the State of Idaho.

Values:

PROFESSIONALISM – We adhere to the highest level of professionalism in our relationships with our patients, staff and colleagues

COMMUNICATION – We aspire to clear, open communications with each other and our patients; and to precise, well-formatted presentation of medical information to other physicians

QUALITY – We continually seek ways to analyze and improve the quality of care provided to our patients, and to fulfill the published criteria of excellence in residency education.

COLLEGIALITY – As medical educators and learners we coordinate education and care with colleagues from a wide range specialties and health professions.

INNOVATION – We espouse current innovations in primary health care including electronic record keeping and communication, and the Patient Centered Medical Home Model.

ACCOUNTABILITY – We are accountable to ourselves and to our sponsors for the financial viability of the residency and the efficiency of the department.

RESPONSIBILITY – We take responsibility for our actions and work to improve patient care through excellence in medical education.

RESPECT – We demonstrate respect for each other and those with whom we interact. We remain courteous in our interactions and in respecting diversity. Even if we disagree, we do so with both civility and a desire to reach mutually beneficial solutions.

JUSTICE – We believe all patients have a fundamental right of access to appropriate health care. We advocate for our patients and assist them in navigating through the health care system.

BENEFICENCE – Primum non nocere. Patients will not be harmed by our care. Resident education will not be abusive or excessive in work hours or disrespectful of personal needs.

AUTONOMY – We respect a patient's right to decide their health care, and to information to assist in the decision making process.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access:

a. Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to the ISU FMR.
   - *Performance measure:*
     - *High application rate and interview rate.*
   - *Benchmark:*
     - *Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 per year.*

b. Match successfully each year through the Electronic Residency Application System.
   - *Performance measure:*
     - Successful match each March for the ISU FMR.
   - *Benchmark:*
     - Initial fill rate for seven positions: 100%. Supplemental match rate (SOAP): 0%

c. Structure the program so that 50% of graduates open their practices in Idaho
   - *Performance Measure*
     - Number of graduates practicing in Idaho
   - *Benchmark:*
     - 50% of graduates practicing in Idaho

d. Train and encourage residents to settle and serve rural and underserved (CHC, IHS, HPSA, MUA) locations.
   - *Performance measure:*
     - Number of graduates practicing in rural and underserved areas.
   - *Benchmark:*
     - 75% of graduates practice in rural and underserved areas.

GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research
Objectives for quality:

a. Prepare and ensure that residents are educated to become board certified in family medicine.
   - *Performance measure:*
     - Number of residents who take the American Board of Family Medicine exam within one year of training.
   - *Benchmark:*
     - 100% of resident graduates take the ABFM exam within one year.

b. Achieve a high board examination pass rate.
   - *Performance measure:*
     - *Board examinations passed.*
   - *Benchmark:*
     - *90% of graduates passed the ABFM exam in the last five years.*

c. Achieve high resident quality improvement rate.
   - *Performance measure:*
     - *Number of quality improvement projects.*
   - *Benchmark:*
     - *100% of residents will complete QI project by the end of PGY3.*

d. Achieve a high scholarly activity rate.
   - *Performance measure:*
     - *Scholarly department output.*
   - *Benchmark:*
     - *Number of scholarly activities by faculty and residents– publications & presentations.*

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program

Objectives for efficiency:

a. Maintain the best operational and financial structure to maximize funding streams and clinical revenues
   - *Performance measure:*
     - Maintain the New Access Point for Health West Pocatello Family Medicine.
   - *Benchmark:*
     - Completed and maintained affiliation agreement.

b. Transition residency program through change in ownership and administration of Portneuf Medical Center (PMC)
   - *Performance measure:*
     - Level of support from PMC for ISU Family Medicine
   - *Benchmark:*
     - Completed affiliation agreement with negotiated and maintained financial and programmatic support.

c. Maintained GME reimbursement
  - *Performance measure:*
    - GME dollars reimbursed through cost reports.
  - *Benchmark:*
    - Maximize GME reimbursement per FTE.

d. Additional funding streams.
  - *Performance measure:*
    - Identify and maintain additional funding streams.
  - *Benchmark:*
    - Number of grants funded, donations foundation giving, maximized patient revenue, HRSA funds, and contractual funding.

External Factors (beyond control of the ISU Department of Family Medicine)

1. **Access – Recruitment of physicians for Idaho.**
    a. Number of applicants depends upon the pool of medical students choosing family medicine.
    b. Number of applicants who match in the program is dependent on multiple factors including geographic ties and choice.
    c. Number of residents settling in rural locations and in Idaho is dependent on freedom from other commitments such as loan repayment, military service, and service obligations to other states.

2. **Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
    a. Board examination pass rates are set nationally.
    b. For quality projects, we are dependent on the efficiency of data base retrieval systems.
    c. For medical research projects, we are dependent on external funding opportunities that vary nationally over time.

3. **Efficiency- Improve the Long-term financial viability of the department/residency program.**
    a. Health West Board decisions.
    b. Parent Legacy corporate decisions regarding PMC.
    c. National decisions regarding payment for graduate medical education.

Strategic Planning – Mid-term (3-5 years)
The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access
1. Maintain core residency program at 7-7-7.

- *Performance measure:*
  - Number of residents.
  - Benchmark: 21 residents in training.

2. Explore and develop opportunities for expansion of residency training:
   - Fill existing faculty vacancies and add additional new faculty and other infrastructure to support expansion.
   - Relocate the residency administrative offices and main clinical site to a larger location:
     - To better match the current heavy clinical demands
     - To expand opportunities for inter-professional clinical training in pharmacy, behavioral health, radiation technology, nutrition and other health professions disciplines
     - Will allow the opportunity to expand class size at the base program.
   - Identify and develop Rural Training Track sites
   - Establish satellite Family Practice Center clinical training sites in collaboration with Health West and other partners.

GOAL 2: Efficiency – Improve long-term financial viability of the department/residency program

Objectives for access

1. Develop collaborative and supportive affiliation with Health West.
   - *Performance measure:*
     - Completion of joint budgeting process
   - *Benchmark:*
     - Meeting joint budgetary goal
2. Develop collaborative and supportive affiliation with PMC.
   - *Performance measure:*
     - Completion of affiliation agreement with agreed ongoing support.
   - *Benchmark:*
     - Dollar amount of financial support

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Part I – Agency Profile

Agency Overview

There are now three family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Interim Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. **Training family physicians to provide care to populations throughout Idaho, both rural and urban.**
   Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking seventh in the nation for retention of graduates. Eighty-three percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 21 family medicine residents, two pharmacotherapy residents and 3 psychology interns in training, and graduates seven new family physicians each June. Fifty-five of ISU FMR's 109 graduates have stayed in Idaho, including six of the seven 2015 graduates, who now practice in Burley, Rexburg, Sand Point, Idaho Falls and Pocatello (2).

2. **Provision of services to underserved populations in Idaho:**
   Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the conversion of the residency clinic to become a New Access Point for Health West, a Federally Qualified Community Health Center, ISU is now better able to serve the indigent and uninsured of Southeast Idaho.

Revenue and Expenditures

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	$857,300	$873,000	$905,200	$923,100
Total	**$857,300**	**$873,000**	**$905,200**	**$923,100**
Expenditure	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personnel Costs	$566,300	$583,000	$583,600	$601,500
Operating Expenditures	$291,000	$291,000	$321,600	$321,600
Capital Outlay	$0	$0	$0	$0
Total	**$857,300**	**$873,000**	**$905,200**	**$923,100**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of Residents in Training	21	21	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	12.7%	12.8%	12.9%	13.1%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	2NP, 3psych, 12 pharmacy (17)	2NP, 3psych, 10 pharmacy (15)	2NP, 3psych 11 pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)

Dollar Cost per resident
State dollars received by ISU FMR are $923,100. Approximately 25% of these dollars are used for departmental support, leaving $692,000 for 21 residents or $33,000 per resident as our best estimate of dollar cost per resident. Total departmental budget is $7.0M; $923,100 is 13.1%. Components specifically attributed to residency costs is 10%.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Percentage of Physician Residents Graduating[1]	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination[1]	71%	100%	100%	100%	100%
Percentage of Resident Training Graduates Practicing in Idaho[1]	49%	48%	48%	50%	50%
Number of Residents Matched Annually[1]	7	7	7	7	7
Percentage of Qualified Idaho Residents Offered Interviews for Residency [1]	100%	100%	100%	100%	100%
Number of Pediatric Rotations in 3rd year	0	0	6	7	7
Meeting National PCMH Criteria[2]	N/A	50% Met	90% Met	100%	100% Met
Increase GME Reimbursement[3]	$2M 18.1 FTE	$2.4M 18.6 FTE	$2.4M 18.6 FTE	$2.5 M 19.1 FTE	$2.4 M 18.6/21 FTE

Performance Measure Notes:

1. All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.
2. Meeting Patient Centered Medical Home Criteria: The Residency's clinic, Health West / ISU Family Medicine, received Level 3 Recognition (score of 89 out of 100 points), the highest of three levels, from the National Committee for Quality Assurance (NCQA). Certification is valid from 4/16/2015 through 4/16/2018.
3. The residency maximizes its Medicare Graduate Medical Education Reimbursement (GME) through documenting Resident FTE education through the annual hospital cost report.

For More Information Contact

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Strategic Plan
2016-2021

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the main host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-awards with their host institutions. The locations result in 90% of Idaho's businesses located within a 1 hour drive of each of the following locations:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University – Boise and Nampa
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ Idaho State University - Idaho Falls

Services include confidential one-on-one consulting and focused training. Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

Empowering Business Success

Operating Principles:

The Idaho SBDC is committed to four principles to maintain a high standard of service:

1. Focus on the Client: The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact is considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.

2. Devotion to Quality: Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.

3. Concentration on Innovation: To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.

4. Commitment to Integrity: The Idaho SBDC values integrity and conducts all services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation to be the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:

The Idaho SBDC is focused on the following strategic priorities:

1. Maximum client impact – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.

2. Strong brand recognition – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs, as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.

3. Increased resources – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; funding was again reduced from the state and host institutions during the recession. Additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.

4. Organizational excellence – The Idaho SBDC has received accreditation with no conditions for the past 3 cycles covering over 12 years. The organization must continually improve to maintain this excellence.

Market Segments:

The small business market served by the Idaho SBDC can be divided into four key segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients.

Segment 1:

Pre-venture – These potential clients are not yet in business. They will be assessed for the level of effort already put into the venture. Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea. They will need to take further steps before scheduling an appointment with a consultant. These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services. A small segment of these clients will be designated as high impact potential clients (Segment 3) and/or export/tech clients (segment 4).

Segment 2:
Established businesses – This segment contains established businesses. A consultant will meet with them to evaluate their needs and formulate a plan to work together. The majority of businesses in this category will have 20 employees or less. Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category. This segment will also contain some businesses that will be designated as high impact potential (segment 3) and/or export/tech clients (segment 4).

Segment 3:
Impact clients – This segment is composed of businesses with the potential to grow sales and jobs. It is further divided into those with expected short-term impact and those that are considered long-term growth clients. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system with a goal of spending at least 40% of time on these clients. A proactive approach will be used with these clients.

Segment 4:
Export and Technology clients – Focus in this segment brings wealth into the state through exporting and the creation of higher paying jobs with technology companies. Cross network teams have been created to assist these clients. Export companies are typically existing businesses while tech companies can occur in either pre-venture or existing business segments.

Segment 5:
Rural businesses – Ensuring that the Idaho SBDC serves all counties in Idaho is important for local and regional economies. In conjunction with local economic development initiatives, the Idaho SBDC provides consulting, coaching and training to help small businesses in rural areas operate efficiently and effectively in a changing economy.

Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business. It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

Allocation of Resources:

The Idaho SBDC shifts resources as appropriate to achieve the goals of the Strategic Plan. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. Currently, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. The annual budget for the Idaho SBDC is distributed as follows:

- Personnel = 71% of total budget, 90% excluding indirect costs
- Operating (travel, supplies, etc.) = 8% of total budget, 10% excluding indirect costs
- Indirect costs = 21%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

In addition to financial constraints, the *Operations Manual* sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Needs:

In the statewide needs assessment process, the following areas were identified as top client needs and will be incorporated into trainings and professional development.

- Access to capital
- Financials/cash flow
- Marketing
- Business model

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
• No-cost • Staff – expertise, passion, and professional development system • Public and private partnerships and networks including host colleges and universities • Systems for high performance • Leadership at all levels	• Changes in the economy • Strategic partners – leveraging resources • Entrepreneurial culture • Increase in angel investors • New business trends • Baby boomers
Weaknesses	Threats
• Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies) • Sharing tools and resources at state and national levels • Large geographical area to cover	• Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding • Past funding reductions at state and federal level • Competitors

Goals and Objectives:

Goal 1: Maximum Client Impact

Meet yearly established critical measures.

Objective 1.1: Integrate the Business Model Canvas approach into the network.
Performance Measure: Incorporate into professional development conference and present at national association meeting.
Benchmark: All staff are proficient in using the approach by 2019.

Objective 1.2: Develop long-term relationships with growth and impact clients.
Performance Measure: Percent of impact clients
Benchmark: 50% impact clients by 2019.

Objective 1.3: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measure: Integrate the PTAC program, increase cross-network consulting and identify new tools.

Benchmark: Accepted PTAC proposal, 10% hours of cross-network consulting/region, # of tools used, # new partnerships created.

Goal 2: Strong Brand Recognition

Increase brand awareness with stakeholders and the target market.

Objective 2.1: Increase website usage and linkage with services.

Performance Measure: Continually refresh website.

Benchmark: Increase website usage by 20% by December 2016.

Objective 2.2: Maintain strong community engagement through presentations, newsletters, articles, press releases, Chambers, etc.

Performance Measure: client referrals

Benchmark: Increase referrals from community partners.

Objective 2.3: Create and implement a yearly marketing plan.

Performance Measure: Marketing Plan

Benchmark: Completed Marketing Plan

Goal 3: Increase Resources

Increase funding and resources to serve Idaho's small businesses.

Objective 3.1: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measure: hours of consulting from non-SBDC staff

Benchmark: 20% of hours

Objective 3.2: Develop specialized training such as around the Business Model Canvas approach.

Performance Measure: new workshops generating additional revenue

Benchmark: a new workshop/year to 2019

Objective 3.3: Seek additional funding for Phase 0 program and to leverage DLA funding for the PTAC.

Performance Measure: funding increase

Benchmark: $50,000 for Phase 0 program and $50,000 for PTAC

Objective 3.4: Seek continued and/or additional grants (FAST, ITD, etc.), sponsorships, etc. for increased funding in focused areas.

Performance Measure: funds received

Benchmark: $200,000 in funds each year

Organizational Excellence

Goal 4: The percentage of Idaho SBDC clients' impact to the total national impact is greater than Idaho's percentage of SBA funding.

Objective 4.1: Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews and meet goals.
Performance Measure: Achieve highest rating and/or meet goals for SBA exam, program reviews, Accreditation, SBA goals, etc.
Benchmark: Highest rating

Objective 4.2: Update new employee orientation and certification process.
Performance Measure: Completion of update
Benchmark: Completion by December 2016

Objective 4.3: Add 2 export certified consultant to the network.
Performance Measure: Completion of hire
Benchmark: total of 2 export certified consultants by Dec. 2019

External Factors

The items below are external factors that significantly impact the Idaho SBDCs ability to provide our services and are outside of our control.

1. **Economy**. The general state of the economy in Idaho and across the nation has a huge impact on the Idaho SBDC's ability to create impact through our assistance to entrepreneurs. The Idaho SBDC has observed that businesses that use our services do much better in poor economic times than the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.

2. **Funding.** Funding from federal, university and state sources directly impact the resources available to the Idaho SBDC. Without the financial resources available to hire and retain the right people and provide them with the tools they need (phone, computers, professional development, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

Critical Measures

Meeting the measures below will assure that the Idaho SBDC is meeting strategic plan goals.

Metric	Post Falls	Lewiston	Boise	Twin Falls	Pocatello	Idaho Falls	Total
Hours	2,724	2,132	7,171	2,100	2,434	2,579	19,140
Avg. hours/client	8.5	8.5	18.5	8.5	8.5	8.5	61
Impact %	40%	40%	40%	40%	40%	40%	40%
5+ hour clients	78	66	228	61	59	74	566
Business starts	12	13	37	10	11	11	94
Capital raised (MM)	$ 3.70	$ 2.15	$ 11.86	$ 3.28	$ 3.29	$ 3.49	$ 27.77
Jobs created	81	63	228	68	73	77	590
Sales growth (MM)	$ 3.98	$ 3.05	$ 12.64	$ 3.28	$ 3.53	$ 3.75	$ 30.22
Training Hours	1,000	728	1,520	728	1,000	1,000	5,976
Satisfaction	90%	90%	90%	90%	90%	90%	90%
Return on Investment							4:1

Idaho Dental Education Program

STRATEGIC PLAN

2017-2021

VISION STATEMENT

***The Idaho Dental Education Program envisions* an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.**

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry.

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

Goal 1: Provide access to a quality dental education for qualified Idaho residents.

Objective:
Provide dental education opportunities for Idaho residents comparable to residents of other states.

- *Performance Measure:*
  - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
  - Current contract in place with Creighton University School of Dentistry or another accredited dental school.

- *Performance Measure:*
  - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*

- Pass rate will meet or exceed 90%.

- *Performance Measure:*
  - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.
- *Benchmark:*
  - Pass rate will meet or exceed 90%.

Objective:
Provide additional opportunities for Idaho residents to obtain a quality dental education.

- *Performance Measure:*
  - Number of students in the program.
- *Benchmark:*
  - Increase the number of students in the program from 8 to 10.

Goal 2: Maintain some control over the rising costs of dental education.

Objective:
Provide the State of Idaho with a competitive value in educating Idaho dentists.

- *Performance Measure:*
  - State cost per student.
- *Benchmark:*
  - Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:
Help meet the needs for dentists in all geographic regions of the state.

- *Performance Measure:*
  - Geographical acceptance of students into the IDEP program.
- *Benchmark:*
  - Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

- *Performance Measure:*
  - Return rates
- *Benchmark:*
  - Maintain return rates of program graduates in private practice which average greater than 50%.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective:
Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

- *Performance Measure:*
  - Continuing Dental Education (CDE).
- *Benchmark:*
  - Provide continuing dental education opportunities for regional dental professionals when the need arises.

- *Performance Measure:*
  - Remediation of Idaho dentists (if/when necessary).
- *Benchmark:*
  - Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern (for 2015 it was $162,562). This amount of debt may limit graduates to more urban areas of practice initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

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Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures:

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	$1,312,000	$1,336,900	$1,348,700	$1,505,600
Unrestricted Current	$511,200	$487,800	$554,400	$625,000
Total	**$1,823,200**	**$1,824,700**	**$1,903,100**	**$2,130,600**
Expenditure	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personnel Costs	$319,100	$331,900	$339,200	$331,500
Operating Expenditures	$30,90000	$12,900	$13,800	$14,400
Capital Outlay	$77,300	$5,400	$0	$5,400
Trustee/Benefit Payments	$1,095,400	$1,114,100	$1,125,300	$1,160,900
Total	**$1,522,700**	**$1,464,300**	**$1,478,300**	**$1,512,200**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of Program Applicants	46	46	30	52
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	198	206	214	223

Performance Highlights:

The program has been in service since 1981 and has been very successful in accomplishing its mission. Since inception 64% of IDEP graduates have returned to Idaho to practice. The statewide distribution closely follows the state geographic population with 10% of graduates practicing in South Central Idaho, 18% in Northern, 31% in Southeastern, and 41% in Southwestern Idaho. Seventy-five percent (75%) of graduates practice general dentistry while 25% practice as specialists. 65% practice in Idaho's urban areas with 35% practicing in rural areas. There are currently 13 IDEP graduates furthering their education through residency training and may return to Idaho to practice once they have completed their training and there are currently 10 IDEP graduates actively serving in the military as dentists.

The IDEP has been successful in attracting the highest quality students. The average DAT scores and undergraduate GPA's of our students consistently exceed that of the average marks of matriculated students in dental schools nationally. IDEP students consistently graduate in the top 25% of the graduating class at Creighton. All IDEP graduates finished in the top half of their class and 5 finished in the top 10 out of 85 students.

Part II – Performance Measures

Performance Measure	2012	2013	2014	FY 2015	Benchmark
Goal 1 of Strategic Plan - Contract for 4-year dental education for at least 8 Idaho residents	Creighton University School of Dentistry	Creighton University School of Dentistry	Creighton University School of Dentistry	Creighton University School of Dentistry	Current contract in place with Creighton University School of Dentistry or another accredited dental school
Goal 1 of Strategic Plan - Average student scores on Dental National Boards Part I written examination *	86.4%	100%	100% Pass	100% Pass	>70%
Goal 1 of Strategic Plan - Average student scores on Dental National Boards Part II written examination *	85.6%	100%	100% Pass	100% Pass	>70%
Goal 1 of Strategic Plan - 1st time pass rate on Clinical Board Examination necessary to obtain dental license	86%	100%	100%	100%	90%
Goal 1 of Strategic Plan - Number of students in the program**	8	8	8	8	10
Goal 2 of Strategic Plan - Average Cost per student***	37%	34%	34%	33%	<50% National Average

Goal 3 of Strategic Plan - Geographical acceptance of students into the IDEP program	No: No Central Idaho Acceptable Applicants	Yes	Yes	Yes	Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year
Goal 3 of Strategic Plan - Percentage of IDEP Graduates Returning to Idaho to practice ****	50%	60%	50%	60%	>50%
Goal 4 of Strategic Plan - Continuing Dental Education (CDE)	Yes	Yes	Yes	Yes	Provide continuing dental education opportunities for regional dental professionals when the need arises.
Goal 4 of Strategic Plan - Remediation of Idaho dentists (if/when necessary)*****	Yes	Yes	Yes	Yes	Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Performance Measure Explanatory Notes:

Beginning in 2013 changes were made to the Dental National Board Examinations (Part I and Part II). Students will no longer be given a numerical score. The will be scored and either “pass” or “fail.”

** Our goal has been to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program and understand that potential expansion of the program will not be considered under the current economic climate. We are exploring the possibility of expanding the contract to 10 students at the same cost, to the State of Idaho, as 8 students.

*** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is $142,282 in 2015. The IDEP cost per student for 2014 was $47,256 (33% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

**** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. This year 9 IDEP students graduated from Creighton: 8 that were scheduled to graduate and one student who had to delay his education while in the program due to health reasons. 4 of the 9 graduates in 2015 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. One of the four in residency programs is in our AEGD residency on the Pocatello campus. 3 of the 5 graduates entering private practice have returned to Idaho. One previous IDEP graduate completed his specialty residency and has returned to Idaho to practice.

***** We have served to aid the State Board of Dentistry in the remediation of any Idaho dentists when called upon by the Board of Dentistry. We have not been called upon to serve this function during the reporting period.

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Idaho Museum of Natural History Strategic Plan Revision FY2017-2021

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Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge in the core disciplines of Natural History. These include:

Earth Sciences and Ancient Environments
- paleontology
- rocks and minerals
- earth history

Life Sciences and Ecosystems
- botany
- mammals, birds, fish and reptiles
- ecosystems and adaptations

Peoples, Cultures, and Ancient Lifeways
- anthropology
- archaeology
- human ecology

Accredited by the American Association of Museums, IMNH operates under the auspices of the State Board of Education from the campus of Idaho State University, a doctoral-level university in Pocatello. The university provides substantial support, advocacy and supervision. This is a mutually beneficial and supportive relationship that facilitates museum engagement with students, faculty, K-12 educators and other important constituents locally, statewide and around the world.

Our four divisions -- anthropology, earth sciences, life sciences and education -- operate in facilities that include classrooms, research laboratories, artifact and fossil preparation laboratories, storage for permanent collections, and an exhibition fabrication shop. The museum houses an exhibition gallery, the Idaho Virtualization Laboratory, curator offices, and research areas for students and visiting scientists. There also are administrative offices, the Education Resource Center, Discovery Room and the Museum Store.

Through a range of opportunities for learning and enrichment, we reach out continually to diverse constituencies, from K-12 and graduate students to higher-education faculties and field researchers.

Our roots

The museum is rooted in Idaho's higher-education system. A group of forward-looking professors and community leaders founded it in 1934 as the Historical Museum at the Southern Branch of the University of Idaho — today's Idaho State University. In 1977, Gov. John Evans signed a proclamation designating IMNH as Idaho's museum of natural history; in 1986 the Legislature made the proclamation law.

Our mission

The mission of the Idaho Museum of Natural History is to acquire, preserve, study, interpret, and display objects relating to the natural history of Idaho and the Northern Intermountain West for research and education. The Museum seeks to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. Specific areas of interest encompass the anthropology, botany, geology, paleontology, and zoology of Idaho and the Northern Intermountain West. Audiences served include citizens of Idaho, visitors, and the national and international community of students and scholars. Information is disseminated through exhibitions, public and professional presentations, publications, formal and informal education, telecommunications, and other interpretative programs.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire to make our research and knowledge portfolios more broadly accessible through measures that will mitigate the limitations of brick-and-mortar facilities.

We see existing and emerging information technologies as tools that will enable us to overcome logistical, geographic and financial barriers to learning. There is no substitute for a leisurely afternoon spent among our exhibits. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

In this spirit, our staff is eager to augment our physical facilities in Pocatello with Internet-driven tools that will help us deliver the scientific, educational, cultural and economic benefits of this institution to its stakeholders wherever they are.

We work each day at IMNH to expand our contribution to Idaho as a productive research and education resource for the State and region. We are committed to being efficient and innovative in work that fulfills our mandate. So over the next five years IMNH will focus on making the benefits of our work known and available to all.

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs
- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH Today

Organizational Chart

- Dr. Leif Tapanila, Director & Earth Science and John White Paleontological Repository Curator
  - Dr. Andy Speer, Anthropology & Earl Swanson Archaeological Repository Curator
    - Amber Tews, Anthropology Collections Manager
    - Amy Commendador-Dudgeon, Earl Swanson Archaeological Repository Collections Manager
  - Dr. Rick Williams, Life Science & Ray J. Davis Herbarium Curator
    - Janet Bala, Life Science & Ray J. Davis Herbarium Collections Manager
  - Dr. Mary Thompson, Earth Science & John White Paleontological Repository Senior Collections Manager
  - Education Resource Coordinator
  - Curt Schmitz, Registrar
  - Robert Schlader, Idaho Virtualization Laboratory (IVL) Manager
    - Nicholas Clement, IVL Tech Specialist
    - Jesse Pruitt, IVL Tech Specialist
    - Brandon Jacobia, IVL Tech Specialist
  - Faith Tan, Administrative Assistant & Store and Gallery Manager
  - Lindy Warden, Financial Technician

We are currently enhancing the museum's professional and scientific stature by expanding the museum's collections and research activity in three key areas:

The **John A. White Paleontological Repository** houses the largest paleontological collections in Idaho. We are expanding these collections through extensive field research, and using these collections to assist the State of Idaho in meeting new US Government regulations concerning the discovery of paleontological resources on State and Federal lands.

The **Swanson Archaeological Repository** at the IMNH currently houses and preserves archaeological collections from southern and eastern Idaho that belong to state and federal agencies. This includes hundreds of boxes containing over 300,000 archaeological specimens. These collections are growing through active field research and contractual arrangement with a number of agencies. We are further expanding the existing Swanson Archaeological Repository to store collections for federal and state agencies outside of Idaho as well.

The **Ray J. Davis Herbarium**, with a collection of nearly 80,000 plants, is expanding through a consortium of regional herbaria through grants and cooperative agreements. Students and staff are actively collecting and processing plant specimens expanding our holdings, and making possible new studies of biodiversity and range management.

Collection efforts are substantial in all other areas of the museum as well. Active expansion in ethnography, mammalogy, herpetology, and geology are making the museum a stronger research and education institution, and enhancing our National and International reputation.

Guiding IMNH's future

Stakeholder groups will be central to our success over the next five years. The new **Executive Committee**, comprised of IMNH curators, is tasked with long-range planning, seeking consensus in key areas of management, and building a team approach to solving important management priorities, including budgets. **Friends of the Museum** is a community auxiliary to the museum with broad subscription membership from southern Idaho. The Friends will provide an organizing network, sponsor lectures, field trips and community events. The 16-member **Museum Advisory Committee** includes state legislators, bankers, philanthropists, mayors, and business and community leaders; it is our organizational and advisory leadership unit, providing opportunities to reach out across Idaho and the Nation.

Goals and objectives

FY 2017-2021

Goal 1
Engage the Community.

The public face of the Museum is defined by its exhibits, programs and events. Over the decades our Museum has varied its level of intensity in delivering content to the public. We recognize the fundamental mission of the Museum is to inform the citizens of Idaho about their past culture and natural history. Our goal is to reinvest in our front-end experience to broaden the engagement with our community and region. As part of this effort the museum recognizes it needs to be more proactive at marketing itself and its activities and shaping the local perception of the museum as being a vibrant place to be entertained and enlightened, to visit regularly, and to be supported as an integral member of Pocatello's community.

Objective 1.1 Increase museum attendance by 10% per year

Performance Measure 1: Develop an exhibit rotation 2 years in advance

Benchmark: Sustain exhibit rotation 2 years in advance

Performance Measure 2: Develop and revise a marketing strategy

Benchmarks: In this coming FY2017, create and complete 2-yr plan; In FY2018, create and complete 5-yr plan; Update 5-yr plan every 2 years

Performance Measure 3: Diversify funding sources to provide budgets for exhibits and marketing; Beginning in FY2017, reestablish previous donors to the museum

Benchmark: Increase funding by 5% per year

Goal 2
Synergize with ISU

The Idaho Museum of Natural History began as an outgrowth of collections made by university professors in 1934. The long association of our museum with Ida State University and our location on campus is a great asset to both institutions and for the state of Idaho. As a goal we would like to build stronger bridges between the stakeholders at ISU and the Museum to find areas of mutual benefit that can provide services for ISU students facilitate ISU research while serving a mission of the museum. We recognize five new objectives:

Objective 2.1 Programming and events for students: Nearly 12,000 ISU students are on the Pocatello campus annually, yet, historically their participation and attendance has been low at the Museum. We intend on reversing strand by specifically creating programs events and exhibits that will appeal to ISU students and occur at times when they are more likely able to participate. Marketing efforts will also focus on student body.

Performance Measures: Establish specific programs for students; Seek funding through student activity fee

Benchmarks: Student participation in programs up 10%; Activity fee funded

Objective 2.2 Afterschool programs: For years the Museum has offered K-12 programming in collaboration with regional school districts. We intend to work with the on campus daycare facility, the Early Learning Center, to provide a new venue for afterschool programming to take place at the Museum. At our venue we will be able to offer a science oriented activities, giving parents a new option in Pocatello for afterschool care. The addition of afterschool programs at the Museum will directly and positively impact the many ISU student and faculty families who rely on ELC services.

Performance Measures: Renovate museum classroom/Discover Room in preparation for afterschool program; Develop a financial strategy with ELC

Benchmarks: Our first after school class will begin in FY2018; By FY2019 we have 2 concurrent afterschool programs running annually

Objective 2.3 Affiliate curators: Each major division of the Museum including the Life sciences, Earth Sciences and Anthropology has a curator who oversees the collections in each area. The museum is interested in reinvigorating the affiliate curator program by enlisting research active faculty at ISU who are engaged in specimens based research and who complement existing strengths at the Museum.

Performance Measure: Engage ISU departments in science fields to become participants with the museum

Benchmark: Recruit 2 ISU faculty for affiliate curator positions for each division by FY2018

Objective 2.4 Broader impacts: The primary federal funding agencies for research including NSF NIH and NEH have prioritized the inclusion of broader impacts in the evaluation of research proposals. Broader impacts often include ways of leveraging research products for education and outreach. The Museum proposes to serve a university function as a broader impacts department which will work with principal investigators from ISU to plan and fulfill the broader impact needs on funded grants. The Museum has served this role informally on an ad hoc basis, however we see an advantage to offering a formalized role for the Museum as the broader impacts department that can be included in any federal grant proposed at ISU. Museum staff includes expertise in formal and informal education for teachers and students, and generation of digital media.

Performance Measure: Formalize museum relationship with Office for Research as a dedicated provider for broader impact services

Benchmark: In FY2017 service 2 broader impacts and increase by 2 per year in the first 3 years

Objective 2.5 Expanding to nontraditional units: Natural history traditionally includes the life sciences earth sciences and anthropology, but these historical sciences are relevant to a broad range of modern fields. The development of the Idaho virtualization lab provides a leading venue for generating analyzing and making accessible Digital Products for our region. We will explore how hard digital capabilities can interface with nontraditional fields for the Museum including medicine, the fine arts, and the college of technology.

Performance Measure: Engage ISU departments in Division of Health Sciences, College of Technology, and College of Arts and Letters to become participants with the museum

Benchmark: In FY2017, establish 2 new partnerships with faculty in one of these nontraditional fields and increase by 1 per year for the next 3 years

Goal 3

Be a Leader in Idaho's K-12 STEM education.

The Museum has a long history in providing K-12 programming for our region, both in urban and rural settings. This is a central mission for the museum and we plan on investing more effort to this cost. Southeast Idaho in particular needs our help. Current statistics demonstrate that our region ranks nationally at the bottom of Go-on rates, the number of students that go on to postsecondary education. This new reality significantly impacts ISU, but more importantly predicts a shortfall of highly trained competitive workforce in the future. The museum can contribute to changing this trend by working more closely with school districts and private funders to facilitate museum and campus visitation to encourage patterns of lifelong learning.

Objective 3.1 Hire Education Resources Coordinator
Performance Measure: Secure position in the museum
Benchmark: Hire dedicated Education Resources Coordinator by FY2018
Objective 3.2 Seek travel funding for K-12 student visitation to museum
Performance Measure: Identify local businesses to fund travel
Benchmark: Generate $2000 in FY2017 and increase by 10% per year

Goal 4
Museum Development

Programming, exhibits and events are not currently supported through perennial funds. In order to meet our goals and to advance the impact of the Museum, we must develop an internal culture and process for fundraising.

Objective 4.1 Increase private and corporate funding
Performance Measure 1: Recruit senior development officer
Benchmark: Hire development officer in FY2017
Performance Measure 2: Fundraisers and benefits
Benchmark: Host 2 annual fundraisers
Performance Measure 3: Engage museum alumni
Benchmark: In FY2017, create a list of past students of museum curators
Performance Measure 4: Reconstitute newsletter
Benchmark: In FY2017, increase subscribers to e-newsletter
Performance Measure 5: Rebuild the Friends of the Museum organization
Benchmark: In FY2018, host first meeting of 10 members

Goal 5

Invest in new collections-based research.

Our collections define the Museum's identity and distinguish us from other regional museums and exhibit houses. The rate of new collections has waned in recent decades compared to the early days of our museum’s foundation. We establish as a goal a renewed excitement for field expeditions that will uncover specimens from across the state of Idaho, grow our capacity for research, and create materials to exhibit to the public.

Objective 5.1 Increase number of new Idaho collections held by the museum

Performance Measure 1: Encourage researchers from ISU and beyond to conduct Idaho studies

Benchmark: Increase collections in life science, earth science, and anthropology

Performance Measure 2: Build new digital collections in partnership with other Idaho institutions

Benchmark: Increase the number of digital resources for Idaho collections, buildings, and landscapes as part of a virtual Idaho project

Goal 6

A new museum building

We have maximized what can be done with the former library building we occupy on the Idaho State University campus. We cannot grow and expand our services to Idaho for the long term and remain in our current building.

Our operations are confined to 35,786 square feet as follows:

Basement: 15,337 sq. ft.
Main floor: 15,693 sq. ft.
Warehouse: 3,606 sq. ft.
Garden: 1,150 sq. ft.

Participation in one of our most popular and effective programs for children, the Science Trek sleepover program, provides an example of the impact our building is having on service to our constituents. Necessary remodeling has imposed space limitations that, in turn, hold participation to 120 children. Science Trek previously accommodated up to 150 children.

Meeting spaces also have been reduced so that classroom and auditorium capacity no longer permits comfortable seating for lectures and programs with more than approximately 25 people.

We have been resourceful and adaptable in making the best of our building, yet it has never been adequate for the work of a research- and exhibit-oriented public museum that must meet the expectations of constituents and stakeholders in the 21st century.

Obstacles the current building presents include the following:

- little or no room for expansion
- overcrowded collections areas
- security, environmental, pest-management and parking issues posed by sharing facilities with other campus operations
- lack of adequate storage for exhibits and educational materials

If the museum is to maximize its benefits to Idaho and focus increasingly on well-funded research, education and public engagement, a new building — constructed specifically for museum uses — is a necessary investment.

Objective 6.1 : Plan a capital campaign for a new building

In partnership with our advisory and stakeholder groups, we will plan the launch of a multi-year capital campaign. The campaign would raise major financial gifts for construction, maintenance and operation of a museum-centered U.S. Green Building Council LEED-certified building to be located on the ISU campus.

Performance Measures: Identify stakeholders and develop fundraising plan in FY2019

Benchmark: Will have identified majority sponsors by FY2020

Benchmarks and Performance Measures

In the following areas of museum operations, we shall target 10 percent increases per year in each year of this plan:

- philanthropic financial gifts
- research grants and other grants
- scientific publication
- public visitation
- enrollment in public programs

Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
Number of General Public Visitors	7,469	6,030	9,147	6,448
Number of Educational Programs for Public Audiences	45	64	45	47
Number of K12 Students on Class Tours	2,836	581*	770*	1,765
Number of Outreach Visits to Idaho Schools	**	86	11*	69

Number of K12 Students Visited for Outreach Visits to Idaho Schools	3,060	3,523	606*	2,336
Number of K12 and Adult Tours	97	19	35*	65
Number of Community Events	**	**	**	6
Number of General Public Visitors at Community Events	**	**	**	12,323
Cases Managed and/or Key Services Provided	**FY 2012**	**FY 2013***	**FY 2014***	**FY 2015**
Digital Outreach Audience (Social Media and Web Resources)	**	**	**	179,058
Exhibitions Mounted	9	16	3	3
Loans from Collections	28	32	16	18
Visiting Scientists	34	16	38	24
Volunteer Hours	2045.75	1926	1737.75	906.5

*Some Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator.
** No data to record.

External Factors

All external factors are based in the success or failure of finding initiatives.

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Part I – Agency Profile

Agency Overview:

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code:

The Idaho Museum of Natural History has two core functions:

1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions — Idaho's cultural and natural heritage.
2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Revenue and Expenditures

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	$435,200	$452,500	$476,600	$503,900
Total	**$435,200**	**$452,500**	**$476,000**	**$503,900**
Expenditure	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personnel Costs	$420,945	$438,700	$441,600	$440,600
Operating Expenditures	$12,855	$13,800	$14,900	$13,800
Capital Outlay	$1,400	$0	$20,100	$49,500
Total	**$435,200**	**$452,500**	**$476,600**	**$503,900**

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
Number of General Public Visitors	7,469	6,030	9,147	6,448
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Visiting Scientists	34	16	38	24
Volunteer Hours	2045.75	1926	1737.75	906.5

*Some Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator.
** No data to record.

1) **Collections and Associated Research:** a) secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those depositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

Performance Highlights:

Our traveling exhibit, "Whorl Tooth Sharks of Idaho," was rented by the Point Defiance Zoo and Aquarium, Tacoma (June 2014-Dec 2014) and Seward's Alaska Sea Life Center (April 2015-September 2015), generating $35,000 in revenue, which helped support IMNH education and exhibit programs in 2015. This shark exhibit and the natural history of Idaho reached <u>more than 550,000 people</u> this year.

Three major external grants continued this year.

- The Virtual Museum of Idaho project, sponsored by the Murdock Fund, is generating virtual 3D files of important IMNH collections in archeology, paleontology, and biology to be developed in an online accessible format.

- Two archeology projects based in Alaska are funded to develop prototypes for putting entire archaeological collections online in 3D images.

The continuing $600,000 grant from the Hitz Foundation is critically important to our service mission as The Idaho Museum of Natural History. The Museum continued an effort to put all of our collections on-line in a format readily accessible to the people of Idaho. The IMNH Virtual Museum of Idaho will be the foundation for presenting our Natural History to the world.

Accomplishments

- Booked traveling exhibit on the Whorl-tooth sharks for part of 2016, 2017.
- Created and installed the “When Giants Roamed Idaho,” and “Evolving Idaho” exhibits (4,000 sq ft).
- Biology Division co-published “Idaho Widlflowers” phone app
- Expanded access to collections.
- Completed cataloging projects.

Awards and Honors

- IMNH research on fossil sharks featured in Nature magazine; featured in “River Monsters” tv show.

Education

- IMNH staff taught courses in Museum Studies.
- IMNH staff mentored 36 student interns and 12 volunteers.

K12 Programs offered throughout the year:
Museum Magic was a single day education event open to all members of the community that focused on STEM education. Museum guests were able to visit different activity stations throughout the museum, and learn about how organisms are adapted to cold environments. Dr. Steve Shropshire of the ISU physics department hosted a cold physics show in the ballroom. 392 community members attended this event.

Science Trek is an overnight program offered to 3rd - 4th grade Idaho students. This program, a partnership with Idaho Public Television, has brought STEM to 3,553 students over the past 27 years. Science Trek is unique because K-12 students get more than a science lesson; they get to interact with real scientists and ISU students studying to be scientists. 143 students attended Science Trek this year.

After School Program: The IMNH visited 8 schools in Pocatello and 3 class groups in American Falls once a month over the school year. Students participated in activities related to pollinators, ecology, and biology. At the end of the year, the after school students planted Milkweed seeds that were raised at ISU and planted around Southeast Idaho and in Boise.

Museums for Monarchs: The IMNH has been working with the After School Program, the Pocatello Community Charter School, Idaho Fish and Game, Idaho State University, and University of Idaho to establish butterfly gardens and map out Milkweed habitat. Students from K-12 schools and volunteers identified Milkweed patches at Market Lake WMA and recorded Monarch breeding activity on those patches. We will continue to expand this project and use Citizen Science as an education tool.

On Site Public Classes: The museum offers on-site programming for Pre-k through 6th Grade students with the intention of getting them excited about STEM fields. These classes are offered throughout the year and make use of the museum’s collections and gallery space to give children a truly unique experience. This year, students participated in programs related to entomology, archaeology, paleontology, and biology.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014*	FY 2015	Benchmark
Number of People Served by the General Public Museum Programs	13,365	10,134	10,523*	10,549	Increase by 15%
Grants/Contracts, Donations, Revenue Received (includes admission, education, IVL)	$619,348	$939,627	$756,381	$694,137	Increase by 10%
Number of Exhibitions Developed	7	14	2**	3	3
Museum Store Revenue Received	$10,179	$11,297	$15,304	$13,615	Increase by 10%
Number of Educational Programs	184	215	61***	181	Increase by 5%

* Outreach Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator. Education attendance data from July 2013 – February 2014 are not available.
** Transition to fewer but larger and more spectacular exhibits.
*** Decrease in number due to data not available for educational programs from July 2013 – January 2014.

Performance Measure Explanatory Notes:

The Idaho Museum of Natural History went through significant changes during 2009 – 2010. These changes included the loss of staff due to retirement, reduction in force driven by deep cuts in funding, restructuring of core museum programs, and finding other employment. Staff numbers were decreased from 13 to 9 (six with full time appointments, three ranging from .15 to .6 appointments). These reductions in an already small staff impacted the number of programs offered in all years since that time.

The challenging economic climate and gallery remodeling affected the numbers of K12 school groups visiting the museum and numbers of children registered in K12 programs offered through the museum. One continuing program will be offering Museum learning experiences; both outreach and in gallery, to the 21st Century Afterschool program children through School District #25. This project works with 250 children at six different schools every month throughout the school year.

Museum activity for the next one - two years will be focused on the development of strong collections areas, the development of rigorous research performed by IMNH curators, and the delivery of knowledge to Idaho's learning communities in the form of new exhibits, although because of budget reductions, we no longer have any staff dedicated to exhibits. Critical to our future is the creation of the Virtual Museum of Idaho, so that students, public, and researchers may use our collections from anywhere in the world.

For More Information, Contact:

Leif Tapanila, Director
Idaho Museum of Natural History
921 S 8th Ave, Stop 8096
Pocatello, ID 83209
Phone: (208) 282-5417
E-mail: tapaleif@isu.edu

TechHelp Strategic Plan
2017 – 2021

Vision - Business Definition
TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.
"Our identity is shaped by our results."

Strategic Mission Statement
TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2020:

- 80 manufacturers reporting $100,000,000 economic impact
- 180 jobs created
- > $20,000 and < $50,000 Net Income

Core Strategy
TechHelp will use a team-based network of experienced staff and proven partners from private industry, Idaho's Universities and the National MEP network to develop trusted and lasting relationships with Idaho companies and communities. TechHelp will have a reputation for developing, teaching and delivering innovative processes and services that enable Idaho's medium, small and rural companies to drive profitable growth through self-sustaining business practices.

Goals
Goal I: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objectives:

1. Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.
   a. *Performance Measure:*
      i. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects
   b. *Benchmark:*
      i. Reported cumulative annual impacts improve by five percent over the prior year achieving $100,000,000 and 180 new jobs annual reported impact by 2021.

2. Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.
   a. *Performance Measure:*
      i. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system
   b. *Benchmark:*
      i. Number of clients served by category exceeds MEP goal as follows by 2021:

         15 Small,

         20 Rural,

         10 Start-up,

         35 Other
3. Ensure manufacturing clients are satisfied with services.
   a. *Performance Measure:*
      i. Customer satisfaction reported on MEP survey
   b. *Benchmark:*
      i. Customer satisfaction score is consistently > 8 out of 10

Goal II: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objectives for Efficiency:

1. Increase the number of client projects and events.
   a. *Performance Measure:*
      i. State dollars expended per project/event
   b. *Benchmark:*
      i. Dollars per project/event expended is less than prior year's total

2. Offer services to numerous Idaho manufacturers.
   a. *Performance Measure:*
      ii. Number of impacted clients per $ Million federal investment as reported on MEP sCOREcard
   b. *Benchmark:*
      iii. Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e.,110 clients per $ Million) by 2021

Goal III: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives for Financial Health:

1. Increase total client fees received for services.
   a. *Performance Measure:*
      i. Gross and Net revenue from client projects
   b. *Benchmark:*
      i. Annual gross and net revenue exceeds the prior year by five percent achieving $1,200,000 gross and $700,000 net annually be 2021

2. Increase external funding to support operations and client services.
   a. *Performance Measure:*
      i. Total dollars of non-client funding (e.g. grants) for operations and client services
   b. *Benchmark:*
      i. Total dollars of non-client funding for operations and client services exceed the prior year's total achieving $1,300,000 by 2021

Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

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SUBJECT

Early Literacy Assessment Working Group Report

REFERENCE

September 2013	Board approves Taskforce for Improving Education recommendations.
August 2015	Board adopts the Literacy Implementation Committee Report, including a recommendation to establish a working group to provide recommendations regarding potential changes to the assessment used for the Idaho Reading Indicator (IRI).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1614, Idaho Administrative Code 08.02.03.111

BACKGROUND/DISCUSSION

The Early Literacy Assessment Working Group is a subsidiary of the Literacy Implementation Committee of the Governor's Task Force for Improving Education. The Working Group included nine (9) individuals from across Idaho, including: state agency staff from the Office of the State Board of Education and the State Department of Education, two individuals with experience as district Assessment Coordinators, two literacy/assessment experts from higher education, two individuals with special education experience, an elementary principal, and a teacher. The Working Group was tasked to provide detailed recommendations related to the Literacy Committee's proposal for the state to implement a new assessment for the Idaho Reading Indicator, as adopted by the Board at its August 2015, meeting. Before determining their recommendations, the Working Group completed independent research of available assessments, completed a 50 state review of current early literacy assessment practices, and conducted a formal Request for Information (RFI) process. Working Group members also sought feedback from stakeholders to aid the group in determining the early literacy assessment needs of the state, local districts, schools, and teachers.

The Early Literacy Assessment Working Group's report is provided as Attachment 1. This report includes recommendations, fiscal impact estimates, and a Draft RFP. The working group would like to highlight the following items, which are the primary and most critical pieces of their work:

1. **Recommendation to use an electronically administered, computer-adaptive assessment**

   The Early Literacy Assessment Working Group's Report gave this recommendation substantial consideration. Ultimately, this recommendation was based on the group's in-depth review of the early literacy assessment market and available assessments (based on the group's research and review of RFI responses), stakeholder feedback, and analysis of the most efficient and effective way to meet the needs of the state, districts, and schools. Full rationale for this recommendation is provided in the Early Literacy Assessment Working Group's Report (report pages 2-3), as provided as Attachment 1.

2. **The list of Critical Features that the Early Literacy Assessment Working Group believes will address the needs of the state, as outlined in the Table included in Section 8.1.2 of the Draft RFP document**

   During the process of developing their recommendations, the Early Literacy Assessment Working Group developed and refined a list of "needs" and "wants" for an updated early literacy assessment for the state (including districts, schools, and teachers). The list was revisited throughout the group's process and was eventually embedded into the Draft RFP document as the Tables in Sections 8.1.2 and 8.1.3., as provided as Appendix B of the group's report. The Table in Section 8.1.2 includes all of the "needs" identified by the group as critical features for a new IRI assessment. When the group integrated the list into the Draft RFP document, they also identified information and evidence they believe vendors should provide to demonstrate that they are capable of appropriately providing a given feature.

IMPACT

Depending on Board action, a Request for Proposals (RFP) process may be initiated.

ATTACHMENTS

Attachment 1 – Idaho Early Literacy Assessment Working Group Report Page 5
Attachment 2 – Early Literacy Assessment Request for Information (RFI) Page 75

STAFF COMMENTS AND RECOMMENDATIONS

The attached report is formatted in such a way that it includes five recommendations (three of these recommendations, though not worded exactly the same, were already adopted by the Board, in whole or in part, in the adoption of the Literacy Implementation Committee recommendations). Staff does not recommend adoption of these recommendation whole scale as written as it may cause confusion when considered against those recommendations already adopted by the Board. (The Board is being requested to consider the two pieces that it has not previously considered.)

These include: (i) that the current statewide reading assessment (Idaho Reading Indicator) be replaced with an electronically-administered, computer adaptive assessment; and (ii) that the Request for Proposal (RFP) contained in the report be forwarded to the Department of Education for initiation of the RFP process. The Board already adopted the recommendation that the assessment package include diagnostic assessment for districts and schools. As stated in the attached report, the Working Group consulted with the Division of Purchasing to create a Request for Information (RFI). The RFI was distributed through the Division of Purchasing process and from the responses to the RFI the RFP was developed.

BOARD ACTION

I move to adopt the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically-administered, computer adaptive assessment and to forward the request for proposal provided as part of Attachment 1 to the Department of Education for initiation of the request for proposal process.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Early Literacy Assessment Working Group Report and Recommendations

Members:

Lisa Boyd	Principal, Desert Springs Elementary School, Vallivue School District
Meghan Graham	3rd grade Teacher, Sage International School of Boise
Alison Henken	K-12 Accountability and Projects Manager, Idaho Office of the State Board of Education
Teresa Jones	Director of Elementary Programs, Twin Falls School District
Stephanie Lee	Assessment Specialist, Idaho State Department of Education
Diann Roberts	English Language Arts/Literacy Coordinator, Idaho State Department of Education
Michelle Schroeder	Associate Lecturer, Idaho State University
Leslie Stevens	Special Education Director and Assessment Coordinator, Camas County School District
Whitney Ward	Assistant Professor, Northwest Nazarene University

Working Group Charge: to review available early literacy assessments and make recommendations to the Literacy Committee regarding potential changes to be made to the Idaho Reading Indicator (IRI).

Deliverables

- **Recommendations on identifying and implementing a new early literacy assessment package.**
- **A draft Request for Proposals (RFP) to contract a vendor to provide a new assessment for use as the Idaho Reading Indicator (IRI).**

Objectives and Components

The objective is to support the State's goal to have 60% or more of its students prepared for career or college by ensuring students have the literacy skills needed to succeed in primary and secondary schooling and the postsecondary path of their choice.

To achieve this goal, Idaho must develop a system to support K-12 literacy that includes the following components:

- Strong **leadership and collaboration** are needed at all levels, from statewide agencies to local schools, to ensure that schools, teachers, students, and parents have the support and resources they need to guide students to high levels of literacy. Funding and resources are critical and must be provided by the state. Additionally, we must also ensure that district and school leaders are well-trained and supported in developing schools that have a strong, positive culture that supports teachers in guiding all students to develop strong literacy skills.

- **Effective instruction** is crucial to ensuring that struggling students receive the support they need while on-level and advanced students are pushed to high levels of excellence. Effective instruction happens when teachers are well-prepared to implement rigorous content standards in ways that engage students.

- **Assessment and data** should be used responsibly and effectively to inform state policy, and more importantly, to guide educational practice. Districts and schools should use data to ensure programs and strategies are effective. Teachers should review student data and adjust their daily instruction. Finally, student-level data should be used by teachers, students, and parents to develop educational plans and goals that address each student's challenges and harness their unique strengths and interests.

Recommendations

The Early Literacy Assessment Working Group has undergone a substantial process to develop its recommendations. Over the course of eleven (11) meetings, from August 2015 to May 2016, the group met for over 64 hours. Working group members also regularly completed individual tasks outside of meetings. The Early Literacy Assessment Working Group completed the following:

- researched early literacy assessment options and reviewed details about fourteen (14) assessments;
- developed and released a formal Request for Information (RFI);
- reviewed nine (9) RFI responses from vendors;
- completed a 50-state review of current early literacy assessment practices;
- directly contacted five (5) state departments of education to request in-depth information about their assessment experiences; and
- met with experts from the Idaho State Department of Education and the Idaho State Department of Purchasing to consult on the development of the Draft RFP and Fiscal Impact statement.

Utilizing the information and knowledge gained through this process, the Early Literacy Assessment Working Group makes the following recommendations:

1. **We recommend the state adopt a new early literacy assessment for use as the Idaho Reading Indicator. We recommend this assessment be an electronically-administered, computer-adaptive assessment and that it be administered statewide two times per year (fall and spring).**

a. Based on research regarding literacy acquisition and stakeholder feedback, we recommend that the new IRI assess the following domains of literacy: phonological awareness, phonics, vocabulary, and text comprehension.

   i. Based on the responses received through the RFI process, it is clear no vendors facilitating electronically-administered assessments currently have adequate technology to measure oral reading fluency with accuracy and validity of the results. Thus, we recommend that the state require vendors to include measurement of fluency in the diagnostic assessments that will be contracted as a part of the assessment package supplemental resources as outlined in sub-point (b) below.

b. Based on stakeholder feedback and logistical considerations related to other statewide assessments, we recommend that the fall and spring statewide administrations of the Idaho Reading Indicator take no longer than an average of 45 minutes when administered to a group.

c. Based on the research of the Early Literacy Assessment Working Group and the responses the group received through a Response for Information (RFI) process, it is clear that in order for the state to assess multiple domains of literacy in a reasonable amount of time, the state must move to an electronically-administered assessment.

   i. An electronically-administered assessment provides superior data and reports to parents, teachers, schools, districts, and the state. This data can be efficiently accessed and utilized to drive instruction.

   ii. Based on the responses received through the RFI process, we recommend that the state use a computer-adaptive assessment for the new Idaho Reading Indicator (IRI). A computer-adaptive assessment provides more detailed, accurate information regarding student performance, regardless of whether students are below, at, or above grade level.

   iii. Using an electronically-administered assessment will aid in preparing young students for the experience of taking the ISAT.

   iv. Based on the responses received through the RFI process, we believe that most electronically-administered assessments will be more engaging for young learners than paper-pencil administered tests.

   v. Using an electronically-administered assessment that can be group administered will reduce the number of proctors necessary to facilitate the IRI.

   vi. Based on the responses received through the RFI process, it is clear that vendors who provide electronically-administered assessments have and are refining processes to ensure that even the youngest of learners (i.e. kindergarten students) can be accurately assessed through electronic administration.

vii. Based on the responses received through the RFI process, it is clear that the majority of testing vendors have already or are planning to move to exclusively offering electronically-administered assessments.

viii. Based on the responses received through the RFI process, it is clear that the majority of electronically-administered assessments provide superior accommodations for special education students when compared to paper-pencil administered tests.

d. We recommend that the new IRI assessment be well-aligned to the Idaho State Content Standards and that vendors be required to thoroughly *demonstrate* that alignment through the RFP process.

2. **We recommend the assessment package purchased and adopted by the state include diagnostic assessments for districts and schools.**

    a. Based on stakeholder feedback and current practice, it is clear that schools and educators need detailed, timely information about student's literacy skills in order to inform instruction and intervention.

    b. Based on commonly recognized appropriate assessment practices, we recommend that the state clearly delineate between the types of assessments needed for various applications of data. The statewide IRI should be administered twice per year: in the fall to provide baseline performance information and initial screening of students for intervention and in the spring to provide a measurement of summative performance in comparison to the standards. We recommend using the statewide administrations of the assessment to calculate both student proficiency and within-year growth (fall to spring). However, it is not appropriate to use the same assessment for other purposes throughout the year, as an assessment utilized for statewide purposes will not provide an adequate level of detail for instructional / diagnostic purposes. While the statewide assessment will provide information regarding student performance at the domain level (phonological awareness, phonics, vocabulary, and text comprehension), educators need information regarding students' performance on specific skills *within* the domains. Additional diagnostic tools are necessary and quality diagnostic assessments must be available to all Idaho schools.

        i. Currently, there is variation across the state in districts' and schools' access to quality diagnostics.

3. **We recommend a formal RFP process be conducted to identify and contract a vendor to provide and administer a new Idaho Reading Indicator Assessment.**

    a. We recommend the RFP process for a new IRI assessment be opened as soon as funds have been allocated.

b. We recommend the RFP draft provided as Appendix B be used as a template / starting point. We recommend that particular attention be given to the Table included in Section 8.1.2, as the Required Features outlined in this table represent critical features of a new IRI assessment, as identified by the Early Literacy Assessment Working Group. We recommend that this Draft RFP be supplemented with more detailed Technical Specifications, using a spreadsheet similar to the sample included with the Draft RFP as Attachment 5.

c. In an effort to ensure the ideal vendor is chosen for the contract, we make the following recommendation for the RFP process:

   i. We recommend the establishment of a balanced, experienced, knowledgeable RFP Review Committee, with consideration for inclusion of the following types of people (please note that one person may address more than one role):

      - At least one member who previously served on the Early Literacy Assessment Working Group
      - At least one Assessment Coordinator from a K-12 district who has direct experience implementing the statewide early literacy assessment (IRI)
      - At least one member with a background in special education
      - At least one educator (Superintendent, Principal, Assessment Coordinator, Teacher, etc.) from a small and/or rural district who has direct experience with early literacy assessment
      - At least one educator (Superintendent, Principal, Assessment Coordinator, Teacher, etc.) from a medium- to large-sized district who has direct experience with early literacy assessment
      - At least one literacy expert from higher education
      - At least one assessment expert or psychometrician
      - At least one government employee who works directly with literacy and/or assessment

   ii. We recommend the following RFP process:

      - The RFP Review Committee members individually review the proposals and give them a Technical Score. These scores are averaged to create the Overall Technical Score.
      - Based on the Technical Scores, up to six (6) proposals that meet the minimum points requirement as outlined below are required to provide a product demonstration.

- The RFP Review Committee members individually give the proposals a Product Demonstration Score. These scores are averaged to create the Overall Product Demonstration Score.
- Based on the combined Overall Technical Score and Overall Product Demonstration Score, up to three (3) proposals that meet the minimum points requirement as outlined below are required to participate in a final interview.
- The RFP Review Committee members individually give the proposals an Interview Score. These scores are averaged to create the Overall Interview Score.
- Based on the combined Overall Technical Score, Overall Product Demonstration Score, and Overall Interview Score, the proposals that meet the minimum points requirement as outlined below will have their Cost Proposal opened.
- The contract will be awarded based on the fully combined score (Overall Technical, Overall Product Demonstration, Overall Interview, and Cost Proposal).

Score Type	Points Possible	Combined Points Possible	Minimum Points Required to Move to Next Step of Process*
Technical Score	600	N/A	360 (60%)
Product Demo Score	200	800	480 (60%)
Interview Score	100	900	540 (60%)
Cost Proposal Score	300	1200	N/A

*Please Note: The minimum points required to continue in the process, as outlined in the table above, are based on the Department of Purchasing's scoring process, which awards 0, 1, 5, or 10 (0%, 10%, 50%, or 100% of points) for each question, as demonstrated in the sample Scoring Rubric included with the Draft RFP as Attachment 6. If a different scoring process is used, we recommend appropriately adjusting the minimum points required.

4. We recommend that the state implement a three-year rollout of the new Idaho Reading Indicator assessment.

a. We recommend that professional development, as provided through the state's contract with the chosen vendor, begin in the 2017-2018 school year, continue through the rollout process (2018-2019 and 2019-2020), and be maintained at an appropriate level, as needed, indefinitely.

b. In alignment with the Literacy Committee recommendations, we recommend that the state conduct preliminary testing in the 2017-2018 school year with 18 districts and between 45-50 schools.

i. We recommend that the chosen districts and schools include a diverse sampling from every region in the state, with districts and schools of various sizes and demographic populations.

ii. Based on previous experience implementing assessments, commonly accepted best practices in assessment, and the work of the Early Literacy Assessment Working Group, we believe the preliminary testing is an important step in implementing a new assessment for the following reasons:

- Preliminary testing allows the state to ensure that the chosen assessment effectively meets the identified needs of the state
- Preliminary testing allows the state to identify any issues with the test or technology and to work with the vendor to solve them before implementing the test statewide
- The preliminary testing year will also be a focused professional development year, allowing the state to work with the chosen vendor to ensure that all districts and schools are well prepared to implement the test before field testing

c. In alignment with the Literacy Committee recommendations, we recommend that the state conduct statewide field testing of the assessment in the 2018-2019 school year.

i. We recommend the statewide field testing be conducted with all school districts and schools.

ii. We recommend the statewide field testing be used to establish baseline data, performance benchmarks, and cut scores as necessary (depending on the vendor).

iii. Based on previous experience implementing assessments, commonly accepted best practices in assessment, and the work of the Early Literacy Assessment Working Group, field testing is a critical and non-optional step in implementing a new assessment, as it is necessary to establish performance cut scores for the state (i.e. the scores that will categorize a student as advanced, proficient, basic, or below basic).

d. In alignment with the Literacy Committee recommendations, we recommend that the state fully implement a new IRI assessment in the 2019-2020 school year.

i. If the Literacy Committee or the State Board of Education does not believe that a three-year rollout is viable or preferred, we recommend, at a minimum, a two-year rollout. The two-year rollout would consist of statewide field testing in the 2017-2018 school year and full implementation in the 2018-2019 school year.

e. The above timelines are designed for the statewide administrations of the Idaho Reading Indicator. We recommend that any other available resources (such as diagnostics) be provided to districts and schools in the school year when field testing takes place.

5. We recommend the following fiscal impact for purposes of adopting a new Idaho Reading Indicator (IRI) assessment.

a. We recommend the state provide funding to contract with a vendor to provide and implement a new IRI assessment, as outlined in Appendix A.

b. We recommend the state provide funding for professional development directly related to the implementation of the IRI, as described in recommendation 4 and outlined in Appendix A.

c. We recommend the state provide funding for technology infrastructure and hardware to ensure all elementary schools have the capacity to electronically administer all required spring statewide assessments (ISAT and IRI) during the same testing window.

i. We recommend that the state expand the Idaho High School Wireless Managed Service Project to K-3 to ensure that schools have adequate wireless capacity to simultaneously operate all devices being used for statewide assessments.

- We recommend expanding the Idaho High School Wireless Managed Service Project to address the needs of schools because it will ensure that schools have access to the expertise and support they need to appropriately and effectively expand their infrastructure. Further, this is an efficient approach to addressing schools' needs, as it takes advantage of a currently existing structure.
- While the ongoing costs for this expansion are substantial, it is necessary to ensure that our schools are able to thrive in a continually expanding technology-rich education environment.

ii. We recommend that funding for technology hardware be provided through need-based grants to school districts.

- School districts may apply for a Technology Hardware Grant that addresses the needs of their schools. Districts may apply for funding for as many devices as they can demonstrate need, with the intention that schools will be able to administer the IRI electronically without impacting other required statewide testing or instruction. We recommend that funding be distributed based on a grant review process that prioritizes need and distributes funds as evenly as possible. Ongoing funds for replacement of devices should also be done through a need-based grant process.

Definitions of Key Terms

"60%" or "60% Goal" refers to the Idaho State Board of Education's goal to have 60% or more of its citizens entering the workforce with some form of postsecondary degree or certificate (1, 2, 4, or more) by 2020. The supporting goal is that Idahoans age 25-34 will have achieved the 60% goal. The Literacy Committee's has focused on developing strategies to ensure that students in the K-12 system develop the literacy skills needed to successful pursue postsecondary degrees or certificates.

"**Screening assessment**" refers to an assessment given "to determine whether students may need specialized assistance or services, or whether they are ready to being a course, grade level, or academic program."[1] These simple, time-efficient, and objective measures produce data, including reading levels, to inform judicious real-time instructional decisions, thus enabling true individualization of instruction at the student's point of learning.

"**Diagnostic assessment**" refers to an assessment given to identify a student's specific learning challenges and needs and, as appropriate, diagnose learning disabilities to determine eligibility for special education services. These assessments are typically administered after a student's results on a screening assessment have identified the student as in need of support; they provide more detailed information related to the student's abilities and knowledge and are typically related to a specific content area.

Appendices

A. **Early Literacy Assessment Fiscal Impact**
B. **Early Literacy Assessment Draft RFP and Attachments**

References

Glossary of Education Reform (n.d.). "Assessment." Web at http://edglossary.org/assessment.

[1] Glossary of Education Reform, n.d.

Appendix B: Fiscal Impact of Early Literacy Assessment Working Group Recommendations

	Cost Breakdown	FY18	FY19	FY20	FY21	
Preliminary Testing and Professional Development from Vendor	$11.00 per student x 10,476 students[2,3]	115,236.00				
Testing, Diagnostics, and Professional Development from Vendor (costs will be the same for field testing in FY19 and full implementation in FY20 and forward)	$11.00 per student x 90,204 students[1]		992,244.00			
Technology Hardware	FY18 funding for Technology Hardware Grants for devices & 1/3 replacement of computers ongoing beginning in FY21[4]	3,150,000.00			1,050,000.00	
Technology Infrastructure	$30 per user x 90,204 students[5]	2,706,120.00				**Total Ongoing FY21 forward**
	TOTALS	**5,971,356.00**	**992,244.00**	**0.00**	**1,050,000.00**	**4,748,364.00**

KEY
One-time Cost
Ongoing Cost

1 The total number of students used in the calculation is based on the 2015-2016 fall enrollment for kindergarten through third grade, as reported by the SDE. Enrollment is anticipated to continue to increase over time, which should be considered in ongoing costs.

2 The cost per student is based on the reported costs of vendors providing electronic, computer-adaptive early literacy assessments, as gathered through the RFI process conducted by the Early Literacy Assessment Working Group. This total cost includes the following estimated per student per year costs: approximately $6 for the assessment (including both administrations), approximately $3 for diagnostics, and approximately $2 for vendor-provided professional development / customer support.

3 The total number of student for the validity testing year was calculated by taking the the statewide total enrollment K-12 (291,209) and dividing it by the total number of districts statewide (155) to first identify an average number of students per district (1,879). The K-3 average proportion of enrollment was then calculated by comparing identifying the percentage that K-3 enrollment (90,204) is when compared to the total enrollment (291,209), which is 30.98%. By applying that percentage to the average district size, we can estimate that, on average, districts have 582 students in grades K-3. The Early Literacy Assessment Working Group recommends doing validity testing with 18 districts, so we estimate the total number of students to be 10,476.

4 Each Technology Hardware Grant package would include adequate computers for a IRI testing including 30 PC computers (cost estimated at $250 each for Chromebooks) for use in 1st through 3rd grade students and 10 tablets with touch capacity (cost estimated at $300 each for Dell Venue 10 inch) for use with kindergarten students. Thus, each grant package is estimated to cost $10,500. We estimate that in 2017-2018, having 300 of these full packages available will be adequate to address the needs of all elementary schools (of which there are approximately 400 in the state), since some schools may not need any additional hardware and some may not need the full package. The ongoing cost estimate is based on a 1/3 replacement rate, to be alotted annually beginning in FY21.

5 The $30 per user cost is estimated based on the current Idaho High School Wireless Managed Service Project $21 per user cost plus expected inflation. The current $21 per user cost is based on an existing, long-term contract that will soon be ending and the Project Manager has indicated an anticipated increase in cost to approximately $30 per user.

STATE OF IDAHO

If RFP is being released by DOP enter DIVISION OF PURCHASING FOR THE DEPARTMENT OF AGENCY NAME; otherwise enter THE DEPARTMENT OF AGENCY NAME

REQUEST FOR PROPOSAL (RFP)

RFP TITLE
RFP Number

Issue Date Enter Date of Release

[Right click on table of contents and "update field" and "entire table" when RFP is complete.]

TABLE OF CONTENTS

1 RFP Administrative Information

RFP Title:	Title
RFP Project Description:	Short Description of Project
RFP Lead:	Name, Title Agency Address E-mail Phone
Submit sealed Proposal (if submitting manually): MANUAL PROPOSALS MUST BE RECEIVED AT THE PHYSICAL ADDRESS DESIGNATED FOR COURIER SERVICE AND TIME/DATE STAMPED BY DOP [REPLACE WITH AGENCY NAME IF AGENCY IS RELEASING RFP] PRIOR TO THE CLOSING DATE AND TIME. Submit electronically via IPRO (*if permitted by the terms of the RFP*):	Address for Courier Enter Address for Courier Address for US Mail (if different) Address for Mail Electronic Submission https://purchasing.idaho.gov/iprologin.html
Pre-Proposal Conference: Pre-Proposal Conference Location:	Day of week, date, time Mountain Time Address/Room # (include any additional information if agency has security desk)
Deadline To Receive Questions:	Day of week, date, 11:59:59 p.m. Mountain Time
RFP Closing Date:	*See* IPRO Header Document
RFP Opening Date:	10:30 a.m. Mountain Time the following business day after closing
Oral Presentations (if they will be conducted otherwise remove)	Tentatively scheduled for the week of Enter Date
Initial Term of Contract and Renewals:	Spell out the number (#) years. Upon mutual, written agreement, the Contract may be renewed, extended or amended. The anticipated total Contract term is Spell out number of years (#) years.

2 OVERVIEW

2.1 Purpose

Brief Statement of Purpose of RFP

2.2 Background Information

(Insert Background Information here. Any RFP-specific defined terms should be included on **Attachment 4, Definitions.**)

For Marketing/Media Purchases (or other projects that may involve printing by the Contractor) add:

The resulting contract is subject to the provisions of Idaho Code Title 60 chapter 1. Except as provided in this paragraph, the Contractor shall ensure all printing, binding, engraving, and stationary work is executed within the state of Idaho. The Contractor may execute such work outside the state of Idaho if any of the exemptions in Idaho Code §60-103 apply

2.3 Pre-Proposal Conference

A non-mandatory pre-proposal conference will be held at the location and time as indicated in **Section 1**, page 1 of this RFP. This will be your opportunity to ask questions, in person, with the Agency Name (Acronym) staff. All parties interested are invited to participate either by attending the conference or by an established call in number. **Those choosing to participate must pre-register to receive phone conferencing and meeting details by submitting the completed Pre-Proposal Conference Registration Form (Attachment 3) via email to the RFP Lead. Parties interested are asked to register by date.** Any oral answers given by the State during the pre-proposal conference are unofficial, and will not be binding on the State. Conference attendance is at the participant's own expense. (*If space or phone ports are limited, add language such as: "limited to three (3) representatives from each vendor, as space is limited"*)

2.4 Questions

2.4.1 This Solicitation is issued by the State via the State's e-Procurement system, IPRO (https://purchasing.idaho.gov/iprologin.html). The RFP Lead is the only contact for this Solicitation. (Remove the highlighted sentence if Solicitation is issued by the agency). All correspondence must be in writing. In the event that it becomes necessary to revise any part of this RFP, addenda will be posted at IPRO. It is the responsibility of parties interested in this RFP to monitor IPRO for any updates or amendments. Any oral interpretations or clarifications of this RFP must not be relied upon. All changes to this RFP will be in writing and must be posted to IPRO to be valid. Alternate Proposals are not allowed.

2.4.2 Questions or other correspondence must be submitted in writing to the RFP Lead listed below.

QUESTIONS MUST BE RECEIVED BY 11:59:59 P.M. MOUNTAIN TIME ON THE DATE LISTED IN THE RFP ADMINISTRATIVE INFORMATION.

Contact Name, Contact Title

Agency
Address
City, State Zip Code
Fax:
E-mail:

2.4.3 **Written questions must be submitted using Attachment 1,** Offeror Questions. Official answers to all written questions will be posted on IPRO as an amendment to this RFP.

2.4.4 Any questions regarding the State of Idaho Standard Contract Terms and Conditions, found at http://purchasing.idaho.gov/terms_and_conditions.html, must also be submitted in writing, using **Attachment 1,** Offeror Questions, by the deadline identified in the RFP Administrative Information. The State will not consider proposed modifications to these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

1. The rationale for the specific requirement being unacceptable to the party submitting the question (define the deficiency).

2. Recommended verbiage for the State's consideration that is consistent in content, context, and form with the State's requirement that is being questioned.

3. Explanation of how the State's acceptance of the recommended verbiage is fair and equitable to both the State and to the party submitting the question.

2.4.5 **Proposals which condition the Proposal based upon the State accepting other terms and conditions not found in the RFP, or which take exception to the State's terms and conditions, will be found non-responsive, and no further consideration of the Proposal will be given.**

3 INSTRUCTIONS FOR SUBMISSION OF PROPOSAL

(For Sections 3.1 and 3.2, if electronic submission is not allowed, delete Section 3.1 and renumber the remainder of the section, then delete this sentence.)

3.1 Submission of Proposals

Proposals may be submitted manually or electronically.

If your Proposal contains trade secret information which you have identified, you must also submit a redacted copy of the Technical Proposal (in electronic format, with the word "redacted" in the file name) with all trade secret information removed or blacked out; as well as a separate document containing a complete list (per the instructions in subsection 5.3, below) of all trade secret information which was removed or blacked out in the redacted copy.

3.1.1 Electronically Submitted Proposals

Electronically submitted Proposals must be submitted through IPRO, at https://purchasing.idaho.gov/iprologin.html. When submitting through IPRO, enter your "Total Cost" in IPRO as "$0," and UPLOAD YOUR TECHNICAL PROPOSAL, COST PROPOSAL, AND ALL OTHER REQUIRED SUBMITTAL ITEMS. The Technical Proposal consists of Section 5 Mandatory Submission Requirements; Section 6 Business Information; Section 7 Organization and Staffing; and Section 8 Scope of Work.

If submitting via IPRO, be advised that that the Offeror for Proposal evaluation and award purposes is the entity profile under which the Proposal is submitted in IPRO, which must be the same legal entity presented in the uploaded response materials. If the entity identified on the state supplied Signature Page differs from the entity under which you submit your Proposal in IPRO, the information provided on the Signature Page prevails.

While it is not mandatory to submit your Proposal electronically via IPRO, all Offerors participating in a Solicitation issued through IPRO must establish an account in the IPRO system (even if submitting a Proposal manually outside of IPRO) as it is necessary in order to process and/or award the resulting Contract(s). Establishing an account is free and only takes a few minutes.

Offerors are further advised to upload response materials with descriptive file names, organized and consolidated in a manner which allows evaluators to efficiently navigate the Offeror's response; as the State will print uploaded documents for evaluation in the manner received via IPRO.

3.1.2 Manually Submitted Proposals

The Proposals must be addressed to the RFP Lead and clearly marked "TECHNICAL PROPOSAL – RFP Number RFP Title."

Each Proposal must be submitted in one (1) original with Write Number of Copies (Enter Numeric Number) copies of the Technical Proposal and one (1) original and one (1) copy of the Cost Proposal.

Offerors submitting manually must also submit one (1) electronic copy of the Proposal on CD or USB device. Word or Excel format is required (the only exception is for financials, brochures or other information only available in an alternate format). The format and content must be the same as the manually submitted Proposal. The electronic version must NOT be password protected or locked in any way.

Your Proposal must be sealed, and identified as "**RFP Number RFP Title**."

The Cost Proposal must be separately sealed, identified as "**Cost Proposal – RFP Number RFP Title**."

The Technical Proposal and separately sealed Cost Proposal must be submitted at the same time (place all Proposal response materials within a larger package).

3.2 (M) Signature Page

All Proposals must be submitted with a state supplied Signature Page, located on the IPRO header page as an attachment. For electronically submitted Proposals, submit a completed, scanned signature page. For manually submitted Proposals, the signature page must contain an **ORIGINAL HANDWRITTEN** signature executed in **INK** OR **AN ELECTRONIC SIGNATURE**, and be returned with the relevant Solicitation documents. **PHOTOCOPIED SIGNATURES** or **FACSIMILE SIGNATURES** are **NOT ACCEPTABLE for manually submitted Proposals (and will result in a finding that your Proposal is non-responsive).** Your ORIGINAL Signature Page should be included at the FRONT of your ORIGINAL Technical Proposal.

4 PROPOSAL FORMAT

These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals.

4.1 Evaluation Codes

(M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement will render Offeror's Proposal non-responsive and no further evaluation will occur.

(ME) Mandatory and Evaluated Specification - failure to comply will render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a detailed response identifying its understanding and how it will comply. Points will be awarded based on predetermined criteria.

(E) Evaluated Specification - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or service or meet the specification. Failure to respond will result in zero (0) points awarded for the specification. If available, Offeror is to respond to this specification with a detailed response identifying its understanding and how it will comply, and points will be awarded based on predetermined criteria.

Note: Offerors are directed to IDAPA 38.05.01.074.03.a, as well as IDAPA 38.05.01.091.05, which allow the designated State official to waive minor informalities as well as minor deviations. The State also reserves the right to seek clarification on any M, ME or E requirement.

4.2 Table of Contents

Include a table of contents in the Technical Proposal identifying the contents of each section, including page numbers of major subsections.

4.3 Format

Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and subsections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or subsection, followed with your response.

Offerors are encouraged to use a different color font, bold text, italics, or other indicator to clearly distinguish the RFP section or subsection from the Offeror's response. It is recommended that the Offeror make every effort to provide a proposal that can be easily navigated by reviewers. To this end, hyperlinks in electronic documents or dividers/tabs in hard copy documents are suggested.

5 Mandatory Submission Requirements

5.1 (M) Cover Letter

The Technical Proposal must include a cover letter on official letterhead of the Offeror; with the Offeror's name, mailing address, telephone number, facsimile number, e-mail address, and name of Offeror's authorized signer. The cover letter must identify the RFP Title and number, and must be signed by an individual authorized to commit the Offeror to the work proposed. In addition, the cover letter must include:

5.1.1 Identification of the Offeror's corporate or other legal entity status. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.

5.1.2 A statement indicating the Offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments, including but not limited to the State of Idaho Standard Contract Terms and Conditions (http://purchasing.idaho.gov/terms_and_conditions.html) and any Special Terms and Conditions included in **Appendix D**. *Remove if there are no Special Terms and Conditions*.

5.1.3. A statement of the Offeror's compliance with affirmative action and equal employment regulations.

5.1.4 A statement that Offeror has not employed any company or person other than a bona fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure the Contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of the Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, the State has the right to annul the Contract without liability or, in its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.

5.1.5 A statement naming the firms and/or staff responsible for writing the Proposal.

5.1.6 A statement that Offeror is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs. Vendor information is available on the Internet at: https://sam.gov.

5.1.7 A statement affirming the Proposal will be firm and binding for one-hundred eighty (180) calendar days from the Proposal opening date.

5.1.8 A statement that the Offeror warrants that it does not knowingly and willfully employ persons who cannot legally work in this country; it takes steps to verify that it does not hire persons who have entered our nation illegally or cannot legally work in the United States; and that any misrepresentation in this regard or any employment of persons who have entered our nation illegally or cannot legally work in the United States constitutes a material breach and will be cause for the imposition of monetary penalties up to five percent (5%) of the Contract price, per violation, and/or termination of its Contract.

5.2 (M) Acknowledgement of Amendments

If the RFP is amended, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. IDAPA 38.05.01.52

5.3 Trade Secrets

Paragraph 28 of the Solicitation Instructions to Vendors describes trade secrets to "*include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy*." In addition to marking each page of the document with a trade secret notation (as applicable; and as provided in Paragraph 28 of the Solicitation Instructions to Vendors), Offerors must also:

Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

Provide a separate document entitled "List of Redacted Trade Secret Information" which provides a succinct list of all trade secret information noted in your Proposal; listed in the order it appears in your submittal documents, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow the State's procurement personnel to determine the precise text/material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure and how the exempting the material complies with the Public Records Law.

5.4 Executive Summary

Include an executive summary in the Technical Proposal providing a condensed overview of the contents of the Technical Proposal demonstrating an understanding of the services to be performed.

6 Business Information

Tailor these sections to your project; adding and modifying as appropriate

6.1 (ME) Experience

Describe in detail your knowledge and experience in providing services similar to those required in this RFP. Include Offeror's business history, description of current service area, and customer base. Customize this section as needed for your project.

6.2 (E) References

Provide three (3) completed Reference Questionnaires. ***See*** **Attachment 2**.

As a general rule, DOP recommends financials be included for Contracts in excess of $1M or for which the Contractor will be required to make a significant up-front investment – or as the State/agency otherwise determine to be necessary or advisable in the evaluation of Offerors.

6.3 (M) Financials (remove this section if financials not required)

Offerors are required to provide a D&B Comprehensive Insight Plus credit report or Experian ProfilePlus report (Credit Report), indicating the Offeror's current credit score, with the Proposal submission. The Offeror should stamp or write "Trade Secret" or "Confidential" on each page of the Credit Report information that it does not want released. The information will be held in confidence to the extent that law allows. Credit Report must be current and have been established within thirty (30) calendar days of the Proposal closing date.

Credit Reports must be for the exact organization submitting the Proposal as identified on the state supplied signature page. The Credit Report cannot be combined or consolidated with the information from any entity other than the company submitting the Proposal. If the Offeror's name on the Proposal does not match the name on the Credit Report, it will not be accepted and the Offeror will be found non-responsive .

The (M) Mandatory elements of this section are two-fold: the Offeror must provide a credit score on one of the named reports AND the report provided in response to the RFP must demonstrate a CSC (credit score class) rating of 1 – 3 or a CRS (credit ranking score) rating of 26 – 100.

Failure to provide one of the named reports (or failure to provide one of the designated credit scores) will result in a finding that the Offeror is non-responsive.

In addition:

A company receiving a CSC rating of High risk (5) or High Medium risk (4) of experiencing financial stress and delinquent payments will not be considered for Contract award.

CSC of 1 = Low Risk
CSC of 2 = Low Medium Risk
CSC of 3 = Medium Risk
CSC of 4 = High Medium Risk
CSC of 5 = High Risk

A company receiving a rating of High risk (0-10) or High Medium risk (11-25) of experiencing financial stress and delinquent payments will not be considered for Contract award.

CRS of 76-100 = Low Risk
CRS of 51-75 = Low Medium Risk
CRS of 26-50 = Medium Risk
CRS of 11-25 = High Medium Risk
CRS of 0-10 = High Risk

7 Organization and Staffing

Describe your qualifications to successfully complete the requirements of the RFP by providing a detailed response to the following:

Tailor these sections to your project needs; adding and modifying as appropriate

7.1 (ME) Key Personnel and Qualifications

Provide a list of key management, customer service and other personnel to be used in the fulfillment of this Contract, to include all pertinent contact information. Provide resumes for employees who will be managing and/or directly providing services under the Contract. For positions that are not filled, a position description (including requisite qualifications/experience) must be provided.

7.2 (ME) Subcontractors

If you intend to utilize subcontractors, describe the extent to which they will be used to comply with Contract requirements. Include each position providing service, and provide a detailed description of how the subcontractors are anticipated to be involved under the Contract. Include a description of how the Offeror will ensure that all subcontractors and their employees will meet all Scope of Work requirements.

Subcontractors will be required to provide the same qualification, resume, and reference information as Offerors. Offerors must disclose the location of the subcontractor's business office and the location(s) of where the actual work will be performed.

If the Offeror's proposal does not include use of subcontractors, please provide a statement indicating that services will be provided directly by the Offeror.

[Other agency/project-specific requested information related to organization and staffing]

8 SCOPE OF WORK

8.1 (ME) Requirements

Use this Proposal outline as part of your response to the RFP. Keep in mind, the evaluators will be scoring your Proposal based on the methodologies proposed and the completeness of the response to each item listed below.

Describe how you will meet each requirement listed below (e.g. personnel, proposed time lines, methodologies to be used, etc.):

8.1.1 **Proposed Solution (ME)**

Description of proposed solution (Pull from other RFP draft)

8.1.2 **Required Features (ME)**

Describe how your solution provides the following required features. Provide evidence as outlined in table below.

ITEM #	Eval Code	REQUIRED FEATURE	EVIDENCE / INFO TO PROVIDE
8.1.2.1	ME	An assessment or assessment package that addresses the needs of schools and educators working with students who need interventions, including screening, diagnostics, and easy progress monitoring If the Offeror cannot demonstrate that oral reading fluency will be accurately and validly measured through the primary assessment (to be used for statewide administration), fluency must be included in the diagnostic assessments.	Describe the assessment included in your proposed solution that can be used to screen students for intervention and why it is appropriate to use this assessment as a screener. Describe the diagnostic assessments included in the Offeror's solution. If the Offeror does not have diagnostic assessments as a part of a common package, the Offeror may work with a sub-contractor to provide them. Describe the tools that will be available to give teachers highly detailed information about a student's skills in specific area(s) of literacy. Does your solution offer additional / different assessments than the primary screener or interim assessment for diagnostic purposes and/or progress monitoring? How can this solution (assessment and resulting data) be used for progress monitoring?
8.1.2.2	ME	An assessment or assessment package that addresses the State's need for an end-of the year assessment (summative or pseudo-summative, such as a well-developed interim) that	Describe the assessment included in your proposed solution that can be used as an end-of-year summative assessment and why it is appropriate to use this assessment as an end-of-year summative.

		allows for calculation of a student's literacy proficiency and growth. Resulting data should be appropriate for use for statewide accountability.	Demonstrate how the resulting data is appropriate for statewide accountability. If other states have used the proposed solution for statewide accountability, describe its use.
8.1.2.3	ME	The State intends to require assessment of all students two times per year: in the fall and spring. The fall assessment will be used to screen students for interventions; the spring end-of-year assessment will be used for accountability purposes. Districts and schools may do additional administrations of interim or diagnostic assessments. Fall statewide assessment: maximum of 5 minutes if administered individually (one-to-one proctor to student ratio) or maximum 45 minutes if administered to a group. If an assessment has both individual and group administration, the times must not exceed the established limits for each type of administration (5 minutes individually proctored, 45 minutes group proctored). Spring statewide assessment: maximum of 5 minutes if administered individually (one-to-one proctor to student ratio) or maximum 45 minutes if administered to a group. If an assessment has both individual and group administration, the times must not exceed the established limits for each type of administration (5 minutes individually proctored, 45 minutes group proctored). Additional administrations by districts/schools: time flexible	Demonstrate how your solution falls within the outlined time limits for the fall and spring statewide administrations.

8.1.2.4	ME	An assessment or assessment package that measures both proficiency and growth of students' skills relative to the Idaho English Language Arts/Literacy Content Standards	For each assessment that includes a proficiency score, provide a detailed description regarding how a student is identified as proficient based on their grade level. Include an outline demonstrating how each literacy domain (i.e. phonological awareness, comprehension, etc.) is weighted to combine into a final score. Include detailed information about the process used to set cut scores identifying students into performance tiers / categories. Provide the standard deviation for the final index score, overall and per category strand. For each assessment that includes a growth calculation, provide a detailed description of the growth model used, including the time period used for the growth calculation (i.e. fall to spring or spring to spring). If the State prefers to use a different growth model calculation than the one used by the Offeror, is it possible for the Offeror to work with the State to use assessment data from the proposed solution to calculate growth using a State-specific growth model, either in addition to or in place of the model currently used by the Offeror?
8.1.2.5	ME	An assessment that is aligned to the Idaho State English Language Arts / Literacy Content Standards. At a minimum, the assessment being used for the spring end-of-year, statewide summative, must be at least 90% aligned to Idaho's ELA / Literacy Foundational Standards for grades K-3 and must have questions aligned to comprehension-related standards (as found within other areas of the Idaho ELA/Literacy Standards).	Demonstrate how your assessment aligns to at least 90% of the Idaho State English Language Arts / Literacy Foundational Content Standards (K-3). Provide detailed information, by grade level. Give specific examples, showing sample questions and designating the standards to which they align. Demonstrate how your assessment aligns to comprehension-related standards from within the Idaho ELA/Literacy Standards for grades K-3. Provide detailed information, by grade level. Give specific examples, showing sample questions and designating the standards to which they align. How does your solution provide prompting and support for students, as required by the standards?
8.1.2.6	ME	An assessment or assessment package that provides schools and educators with reports and data in a timely manner	Demonstrate the reports available for each assessment included in your solution. Provide details regarding the levels of reporting available: state, district, school, grade level, classroom, student, and parent reports. If any

		and in formats that can be used to inform instruction. At a minimum, reports must include: student growth and proficiency reports at the individual student level, classroom level, grade level, district level, and state level; parent reports with explanation; and detailed individual student performance report (including at a minimum student performance on phonological awareness, phonics, vocabulary, text comprehension). Additionally, the State is interested in the following reports: multi-year longitudinal reports; and a detailed classroom performance report (including at a minimum classroom-level student performance on phonological awareness, phonics, vocabulary, text comprehension).	level of reporting is not available, please indicate whether and how the State can work with the Offeror to create customized reports. For each report, describe if and how scores and information can be filtered and analyzed by skill being assessed. Show examples of reports.
8.1.2.7	ME	An assessment or assessment package that includes appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), 504 plan, or are English language learners	For each assessment included in the proposed solution, list the specific accommodations available. Describe how the accommodations are to be provided (embedded, non-embedded, etc.).
8.1.2.8	ME	An assessment or assessment package that has user-friendly administration for both proctors and students	Provide a detailed description of how each assessment included in the proposed solution can be administered in a manner that is user-friendly for both proctors and students
8.1.2.9	ME	An assessment or assessment package that includes professional development, webinars/online training, and/or other customer support	Provide a detailed description of the professional development available, clearly outlining which products and services would be included in the proposed solution and which are available for additional fees (please note: do not

		to assist the State, educators, and Idaho students in using the Offeror's solution	include costs in your response, as they should be outlined in Appendix A and Appendix B only). Provide a detailed description of the customer service supports available to the State, districts, schools, teachers, and students/parents, as applicable to your proposed solution. Clearly outline which products and services would be included in the proposed solution and which are available for additional fees (please note: do not include costs in your response, as they should be outlined in Appendix A and Appendix B only). Demonstrate the effectiveness of your professional development and customer service supports. Provide references, testimonials, customer service wait times, and any results of customer/client satisfaction surveys.
8.1.2.10	ME	For the fall and spring statewide administrations, the State requires an electronically-administered, computer-adaptive assessment that includes appropriate methods of test administration for young learners (i.e. kindergartners) that ensures all students can access and easily use the assessment and that resulting data is accurate and valid.	Describe specifically how the electronic assessment is administered- what is the hosting platform (online, software, etc.)? Describe how you ensure the technical stability of the administration of your assessment and minimize and address technical glitches, crashes, etc. In the case of technical issues with the assessment, what safeguards exist to protect student privacy and prevent data loss? Provide data, examples, and references to demonstrate the Offeror's capacity to provide the solution statewide with no/very limited technical issues. Please describe how the computer-adaptive assessment is used to accurately identify a student's literacy skill level, regardless of whether the student is below, at, or above grade level. What is the grade level span (above and below a given student's grade level) available through the computer-adaptive system used for each applicable assessment? Demonstrate how the assessment is accessible to young learners. Demonstrate the practice activities used to ensure that a student has the skills and capacity to complete the assessment electronically using the available, compatible technology. If a student does not demonstrate the skills and capacity to complete the

			assessment, describe in detail the additional options for administration. Indicate how you ensure that students' scores on the assessment are based on their literacy knowledge and skills, rather than their ability to use technology.
8.1.2.11	ME	An assessment or assessment package that measures phonological awareness, phonics, vocabulary, and text comprehension (ideally with both fiction and non-fiction text)	For each of the identified literacy domains (phonological awareness, phonics, vocabulary, and text comprehension), provide a list of components in your assessment(s) that address that domain specifically. Specify how many items/questions address each domain. Describe your process for item development and the decision-making process used to determine whether items should be included in your assessment(s). Demonstrate the effectiveness of the assessment items in measuring the intended domain.
8.1.2.12	ME	For the fall and spring statewide administrations, an electronically-administered, computer-adaptive assessment that can be administered, at a minimum, on all standard types of PCs, laptops, and tablets (i.e. Apple, PC, Android, etc.)	Provide details regarding each type of device on which the assessment can be administered. Include information regarding the minimum software requirements for each possible device.
8.1.2.13	ME	An assessment or assessment package with a data and reporting system that is compatible with or allows customization to align the system with the State's longitudinal data system (including linking students to their established EDU IDs).	Provide details regarding how the Offeror's assessment, data, and reporting system is compatible or can be aligned to the State's longitudinal data system. Include information regarding how students will be identified by their established EDU IDs.
8.1.2.14	ME	An assessment or assessment package with a data and reporting system that allows for easy exporting of *all* data (including detailed, student-level data) into Excel or CSV.	Provide details regarding the process of exporting assessment data, including each program/format into which the data can be exported. Provide images or screen shots showing the export process.
8.1.2.15	ME	Secure data storage that adheres to FERPA and Idaho's Data Privacy Law.	Describe how the data associated with your assessment securely stored? If it is cloud-based, how do you address data security?

8.1.3 **Other Features**

Describe how your solution will or will not provide the following other features. As applicable, provide evidence as outlined in the table below.

ITEM #	Eval Code	OTHER FEATURE	EVIDENCE / INFO TO PROVIDE
8.1.3.1	E	An assessment or assessment package that is presented in a manner that is engaging for young students.	Describe your approach to engaging young students in your assessment(s). Provide a variety of images or samples of assessment questions.
8.1.3.2	E	For the assessment to be used for the fall and spring statewide administrations, an assessment or assessment package that effectively measures oral reading fluency. Points may also be awarded to proposals that demonstrate that the Offeror has a clear plan to add reading fluency to the assessment for launch by the 2019-2020 school year.	If the Offeror has an assessment that includes oral reading fluency, provide a detailed description of how the fluency is measured and demonstrate the validity of this measurement. If the Offeror intends to add a measurement of oral reading fluency to the assessment, describe the process the Offeror is engaged in to develop and test this aspect of the assessment and include a detailed timeline for rollout.
8.1.3.3	Optional	An assessment or assessment package that includes or may later include a measurement of students' writing skills (either within the primary assessment or as a supplemental offering)	If the Offerors' solution includes a measurement of students' writing skills, provide information regarding the assessment in which these skills are measured. Include details regarding the assessment format, length, aspects of written language measured, and the means by which they are assessed. Indicate what, if any, portion of the written language assessment is hand-scored, by whom, and the length of time that hand-scoring requires.
8.1.3.4	Optional	An assessment or assessment package that has aligned / complementary curriculum or resources available for schools, educators and/or parents (available for free within the package or for purchase by the state or at the district or school level).	Provide clear, detailed information about the instructional theory and sequence used to create the aligned curriculum. If there is an additional fee or range of fees for the curriculum, please provide that cost and clearly designate the separate costs for the assessment / assessment package and the curriculum. Costs should be included in Appendix [ ] only.
8.1.3.5	Optional	An assessment or assessment package that has assessments that can be used by districts or schools to measure the	If the Offeror has aligned assessments available for grades beyond grade 3, provide information regarding the assessments. Include the following details about the

		literacy skills of students in grades beyond grade 3 (available for free within the package or for purchase by the state or at the district or school level).	assessments: format, length, literacy domains measured, and the means by which they are assessed. If there is an additional fee or range of fees for assessments beyond 3rd grade, please provide the costs and clearly designate the separate costs for the K-3 assessment(s) and the additional assessments. Costs should be included in Appendix [ ] only.
8.1.3.6	E	For the fall and spring statewide administrations, an electronically-administered, computer-adaptive assessment that can be fully administered through both keyboard/mouse and touch screen. Points may also be awarded to proposals that demonstrate that the Offeror has a clear plan to move to flexible administration using both approaches (keyboard/mouse and touch screen) for launch by the 2019-2020 school year.	If the Offeror's solution includes assessment(s) that can be administered through both keyboard/mouse and touch screen, clearly outline the assessment(s) that can be administered in these ways. Provide details regarding how touch screen administration is done and include images or screen shots that demonstrate this administration approach. Include information regarding the experience the Offeror has offering touch screen administration (i.e. number of years) and any technical issues the Offeror has dealt with and how these issues have been managed or addressed. If the Offeror's solution currently includes assessments only administered using only one of the approaches (keyboard/mouse or touch screen device) and the Offeror intends to add the other administration approach, describe the process the Offeror is engaged in to develop and test the new administration approach and include a detailed timeline for rollout.

8.1.4 **Research (ME)**
Summarize your relevant research demonstrating the data validity, reliability and/or functional effectiveness of the assessment or assessment package. Provide full research in the Appendices.

8.1.5 **Pertinent Questions (E)**

Respond to the following questions:

8.1.5.1. Have you seen any challenges in using computerized assessments with young learners? If so, how have you addressed those challenges?

8.1.5.2. What technological infrastructure is necessary for your assessment to be administered effectively on a large scale (internet bandwidth, whether a local caching server is necessary, etc.)? How will you address the needs of the State or districts if there are issues?

8.1.5.3 How is the data associated with your assessment stored? If it is cloud-based, how do you address data security?

8.1.5.4. If the Respondent's proposal includes both electronic and non-electronic assessments, does the Respondent intend to continue to provide non-electronic assessments long-term, or does the Respondent intend to transition all assessments to be electronic? Please describe your plan for any changes.

8.1.5.5. What, if any, adjustments do you plan to make to your assessment or assessment package within the next 5 years, and how might that affect the cost of a future contract for the State?

9 COST PROPOSAL AND BILLING PROCEDURE

9.1 (ME) Cost Proposal

Use the format established in **Appendix A** to respond to the Cost Proposal of this RFP, and identify it as "**Appendix A** - Cost Proposal – RFP Number RFP Title." Altering the format may result in a finding that your Proposal is non-responsive.

The Offeror must provide a fully-burdened rate which must include, **but not be limited to**, all operating and personnel expenses, such as: overhead, salaries, administrative expenses, profit, and supplies. Include other items as appropriate, with regard to local/non-local travel, per diem, etc.

Add any agency/project specific requirements/limitations/conditions; address unit costs, etc.

9.2 Billing Procedure

[Modify as appropriate for your agency needs; add agency-specific requirements as appropriate: e.g. Invoices and reports must be submitted to the (Department/Agency) no later than # days after #; Invoices received without the required report(s)/documentation will be returned to the Contractor for resubmission with the required report(s)/documentation; etc. Remove this language before posting]

The Contractor must provide a signed invoice upon [Agency acceptance/delivery/service completion/completion of each line item/etc.]. The invoice [and respective reports] must be submitted no later thirty (30) calendar days after [acceptance/delivery/services were provided]. No invoice will be accepted or paid without receipt of required [reports/documentation/etc.]. Invoices submitted without the required [reports/documentation] will be returned to the Contractor for resubmission.

The Contractor must provide the following information with each invoice:

1 IPRO contract number (and name of project/product, if appropriate); and agency purchase order number, if applicable.
2 Identification of the billing period.
3 Total amount billed for the billing period.
4 Detailed description of services/products provided and associated # of hours/$ amounts, as appropriate.
5 Name of authorized individual/contact information for Contractor.

Invoices and reports must be submitted to:
Name
Agency name
Address

[*Add agency-specific requirements as appropriate: e.g. Final invoices and reports must be submitted to the (Department/Agency) no later than # days after #; Invoices received without the required report(s)/documentation will be returned to the contractor for resubmission with the final report(s)/documentation; etc. Remove this language before posting*]

10 PROPOSAL REVIEW, EVALUATION AND AWARD

The objective of the State in soliciting and evaluating Proposals is to ensure the selection of a firm or individual that will produce the best possible results for the funds expended.

10.1 All Proposals will be reviewed first to ensure that they meet the Mandatory Submission Requirements of the RFP as addressed in **Sections noted with an (M) or (ME)**. Any Proposal (s) not meeting the Mandatory Submission Requirements may be found non-responsive.

10.2 The Technical Proposal will be reviewed first on a "pass" or "fail" basis to determine compliance with those requirements listed in the RFP with an **(M) or (ME)**. All Proposals which are determined by the State, in its sole discretion, to be responsive in this regard will continue in the evaluation process outlined in this Section.

10.3 The Technical Proposal will be evaluated and scored utilizing one (1) or more Technical Proposal Evaluation Committee(s).

10.4 The scores for the Technical Proposal will be normalized as follows: The proposal with the highest raw Technical Proposal Score will receive all available Technical Points 000. Other proposals will be assigned a portion of the maximum available Technical Points, using the formula: 000 X raw score of technical proposal being evaluated/highest raw technical score.

10.5 Oral Presentations/Demonstrations

10.5.1 After initial scoring of the Technical Proposal, up to six (6) proposals that have received at least 60% of available Technical Proposal Points will be required to provide a Product Demonstration; and

[option 3] Offeror demonstrations of proposed property - Offeror must be prepared to confirm its ability to provide all proposed property to the State. Any required confirmation must be provided at a site approved by the State and at no cost to the State.

The scores for the Product Demonstration will be normalized as follows: The proposal with the highest raw Product Demonstration Score will receive all available Production Demonstration Points 000. Other Proposals will be assigned a portion of the maximum available Production Demonstration Points, using the formula: 000 X raw score of product demonstration being evaluated/highest raw product demonstration score.

- 10.5.2. After the Product Demonstrations are evaluated and the Product Demonstration Scores are combined with the Technical Proposal Scores, up to three (3) proposals that have received at least 60% of available combined Technical Proposal and Product Demonstration Points will be required to participate in an Offeror Interview. The Oral Presentations and Interviews shall be evaluated by the Technical Proposal evaluators.

The scores for the Offeror Interview will be normalized as follows: The proposal with the highest raw Offeror Interview Score will receive all available Offeror Interview Points 000. Other proposals will be assigned a portion of the maximum available Offeror Interview Points, using the formula: 000 X raw score of Offeror Interview being evaluated/highest raw Offeror Interview score.

10.6 The Cost Proposal will be opened and evaluated for the Offerors with proposals that have received at least 60% of available combined Technical Proposal, Product Demonstration, and Offeror Interview Points.

10.7 The scores for the Cost Proposal will be normalized as follows: The cost evaluation will be based on describe what cost information will be used; e.g. 'the total cost proposed for required services as itemized in Appendix A' then remove this instruction. The Proposal with the lowest overall Total Cost proposed will receive a score of 000. Other Proposals will be assigned a portion of the maximum score using the formula: 000 X lowest cost Proposal/cost Proposal being evaluated.

10.8 The number of total points for each Proposal will be determined by adding the normalized score for the Technical Proposal, the normalized score for the Product Demonstration, and the normalized score for the Offeror Interview to the normalized score for the Cost Proposal.

10.9 Evaluation Criteria

Technical Proposal:	600 points
Mandatory Submission Requirements	Pass/Fail
Business Information (Section 6)	points
Organization and Staffing (Section 7)	points
Scope of Work (Section 8)	points
Product Demonstrations	*200 points*
Offeror Interview	*100 points*
Cost Proposal (**Appendix A**)	300 points
Total Points	*1,200 points*

10.10 Award

Award of Contract will be made to the responsive, responsible Offeror whose Proposal receives the highest number of total points. The State reserves the right to add functionality in future contracts provided that the additional functionality is closely related to the scope of the original contract.

APPENDIX A – COST PROPOSAL

RFP Number and Title

[*Describe type of Cost structure required, e.g. based on the service industry norm. Insert line items and/or a table, as appropriate; remove this language before posting*]***:***

This Appendix A "Cost Proposal" must be completed and returned with your response.

Company Name: ____

Name of Individual submitting Proposal:________________________

Phone: ________________________ Fax: ____________________

E-mail: ____

APPENDIX B - PERFORMANCE METRICS

[Insert Performance Metrics, if applicable – suggested format, below; otherwise delete Appendix B – If no liquidated damages, delete the reference to 1.1]

[Events of default where liquidated damages could be assessed or failure to comply could put the state agency at risk. Remove this language before posting]

1.1 Performance Metrics

1. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

2. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

3. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

4. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

1.2 Liquidated Damages

Insert liquidated Damages Language (agencies should consult with their agency's legal counsel and with DOP; DOP can provide example LD language)

APPENDIX C - REPORTS

[*If reports are a required element, add here; otherwise delete Appendix C.*]

Report or Form	Required by Contract Section #	Description	Submitted to	Frequency	Date Due
Customer Service Report					
Technical Errors Report					
System Updates Report					
Report of Ongoing Research		How continuing to research data validity / reliability, ongoing work to ensure norms are accurate			
Performance Level Norms Update		Report of National and Idaho norms			
Usage Report		Number of students who took assessment; average time it took students to take it (per grade); number/frequency of different reports pulled, etc.			

APPENDIX D - SPECIAL TERMS AND CONDITIONS

[if there are special terms and conditions, such as those that are specific to the project at hand, or to an agency, which may include: Reference to applicable State/Fed laws/regulations (e.g. HIPAA, Clean Water Act, etc.), Ownership (expanding or modifying the standard term); Software Requirements (specific to the project); additional or modified insurance requirements (e.g. Technology E/O, Professional Liability, Cyber Risk, abuse and molestation, etc.); add those here; otherwise delete Appendix E (if there are no special terms and conditions)]

ATTACHMENT 1 - OFFEROR QUESTIONS

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

1. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
2. Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
3. Do not enter text the "Response" field (column 5). This is for the State's use only.
4. Once completed, this form is to be e-mailed per the instructions in the RFP. The e-mail subject line is to state the RFP number followed by "Questions."

Enter Number Enter Title

Question	RFP Section	RFP Page	Question	Response
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				

ATTACHMENT 2 - (E) REFERENCES

INSTRUCTIONS TO THE OFFEROR:

Offerors will be scored on three (3) completed reference questionnaires (if fewer than three (3) are received prior to the RFP closing date and time, the Offeror will receive a zero (0) for all questions not scored and questionnaires not received). Scores from reference questionnaires will be averaged. The reference questionnaires must be from individuals, companies, or agencies for whom the Offeror provided products or services that are similar in nature and scope to those requested by this RFP, and within the last enter # years from the date this RFP was posted to IPRO. The agency name may not be utilized as a reference. Only one (1) reference will be received/qualify per reference company/agency. If multiple references are received from the same company/agency, only the first received will be accepted. Insert any other restrictions on references that may be appropriate.

References outside the requisite number of years (*See* paragraph above), and references determined by the State, in its sole discretion, to be not of a similar nature and scope to the products or services requested in this RFP will receive a score of zero (0). **Determination of similar will be made by using the information provided by the reference in Section II of the Reference Questionnaire, General Information, and any additional information provided by the reference, or otherwise obtained by the State**. It is in the State's sole discretion as to whether or not any references will be contacted for clarification or for additional information.

REFERENCES MUST BE RECEIVED BY THE RFP LEAD, DIRECTLY FROM THE REFERENCE, IN ORDER TO BE CONSIDERED.

1. Offerors must complete the following information on page 2 of the "Reference's Response To" document before sending it to the Reference for response.

   a. Print the name of your reference (company/organization) on the "REFERENCE NAME" line.

   b. Print the name of your company/organization on the "OFFEROR NAME" line.

   c. Be certain that the RFP closing date and time in Instruction 5, on the following page, is correct.

2. Send the "Reference's Response To" document to your references to complete.

NOTES: It is the Offeror's responsibility to follow up with its references to ensure timely receipt of all questionnaires. Offerors may e-mail the RFP Lead prior to the RFP closing date to verify receipt of references.

References are not scored by a Technical Proposal evaluation committee. References will provide scores via the reference questionnaires and the RFP Lead will enter the scores for qualifying references into a spreadsheet that will calculate averaged scores.

REFERENCE QUESTIONNAIRE
REFERENCE'S RESPONSE TO:
RFP Number
RFP Title

REFERENCE NAME (Company/Organization): ____

OFFEROR (Vendor) NAME (Company/Organization): __________________________________has submitted a Proposal to the State of Idaho, Agency, to provide the following services: ______. We've chosen you as one of our references.

INSTRUCTIONS

1. Complete **Section I. RATING** using the Rating Scale provided.

2. Complete **Section II. GENERAL INFORMATION** (*This section is for information only and will not be scored.)*

3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. *(Reference documents must include an actual signature.)*

4. E-mail or fax **THIS PAGE** and your completed reference document, **SECTIONS I through III** to:

   RFP Lead:
   Title

   E-mail:

   Fax: 208-

5. This completed document **MUST** be received no later than Enter Closing Date at 5:00 p.m. Mountain Time. Reference documents received after this time will not be considered. **References received without an actual signature will not be accepted**.

6. DO **NOT** return this document to the Offeror (Vendor).

7. In addition to this document, the State may contact references by phone or e-mail for further clarification, if necessary.

Section I. RATING

Using the Rating Scale provided below, rate the following numbered items by circling the appropriate number for each item:

Rating Scale

Category	**Score**
Poor or Inadequate Performance	0
Below Average	1 – 3
Average	4 – 6
Above Average	7 - 9
Excellent	10

*Circle **ONE** number for each of the following numbered items:*

[SAMPLE QUESTIONS PROVIDED; REVISE QUESTIONS TO FIT YOUR PROJECT THEN REMOVE THIS LANGUAGE]

1. Rate the overall quality of the vendor's services:

   10 9 8 7 6 5 4 3 2 1 0

2. Rate the response time of this vendor:

   10 9 8 7 6 5 4 3 2 1 0

3. Rate how well the agreed upon, planned schedule was consistently met and deliverables provided on time. *(This pertains to delays under the control of the vendor):*

   10 9 8 7 6 5 4 3 2 1 0

4. Rate the overall customer service and timeliness in responding to customer service inquiries, issues and resolutions:

   10 9 8 7 6 5 4 3 2 1 0

5. Rate the knowledge of the vendor's assigned staff and their ability to accomplish duties as contracted:

   10 9 8 7 6 5 4 3 2 1 0

6. Rate the accuracy and timeliness of the vendor's billing and/or invoices:

   10 9 8 7 6 5 4 3 2 1 0

7. Rate the vendor's ability to quickly and thoroughly resolve a problem related to the services provided:

10 9 8 7 6 5 4 3 2 1 0

8. Rate the vendor's flexibility in meeting business requirements:

10 9 8 7 6 5 4 3 2 1 0

9. Rate the likelihood of your company/organization recommending this vendor to others in the future:

10 9 8 7 6 5 4 3 2 1 0

Section II. GENERAL INFORMATION

1. Please include a brief description of the services provided by this vendor:

2. During what time period did the vendor provide these services for your business?

Month:_________ Year:_________ to Month:_________ Year:_________

Section III. ACKNOWLEDGEMENT

I affirm to the best of my knowledge that the information I have provided is true, correct, and factual:

______________________________ ______________________________
Signature of Reference Date

______________________________ ______________________________
Print Name Title

____
Phone Number

____
E-mail address

ATTACHMENT 3 - PRE-PROPOSAL CONFERENCE REGISTRATION FORM

PRE-PROPOSAL CONFERENCE	**Date:** Day, Date, Time Mountain Time
Agency:	**RFP #:** **Title:**

Verbal Information: Questions concerning an RFP must be directed in writing to the RFP Lead in the period of time prescribed in the RFP document. Bids, Proposals, or Quotations deviating from the specifications by any means other than an authorized written addendum will be subject to rejection. The State will not be responsible for any verbal or oral information given to Vendors by anyone other than an authorized purchasing official. Reliance on any verbal representation is at the Vendor's sole risk.

Potential Offerors choosing to participate in the Pre-Proposal Conference **must pre-register** by submitting this completed form, via e-mail, to the RFP Lead at email address. After the RFP Lead receives your form, you will be provided with phone conferencing and meeting details. Please indicate in the appropriate column if your attendance will be by phone. Attendees are asked to register for the Pre-Proposal Conference no later than **time, Mountain Time, day, date.**

PLEASE PRINT:

Name	Company	Email Address	Phone Number	By Phone

ATTACHMENT 4 - DEFINITIONS

Insert RFP-specific Definitions (outside of terms already defined in Code/other Attachments). Delete this Attachment 3 if not applicable.

Attachment 5- Sample Minimum Technical Specifications

RFP# XXXXXXXX

These instructions must be followed when completing the following six (6) tabs in responding to Section 8, Scope of Work to RFP# XXXXXXXX

1. This Attachment 5, Minimum Technical Specifications, is a mandatory part of your Proposal, and must be completed and submitted with your Technical Proposal.

2. Enter Offeror's Name in the Header of each tab to ensure that your response can be associated with your Technical Proposal.

3. Offerors must respond to each requirement in the "Comply Yes/No" field. If the Offeror's proposed solution meets the requirement as offered (i.e. in the version and at the price offered), Offeror is to enter "Yes" or "Y" so stating. If the Offeror's proposed solution does not meet the requirement, Offeror is to enter "No" or "N" so stating.

4. Offerors must provide a detailed response to each requirement in the "Explain how your proposed solution meets the requirement" field as to how the proposed solution complies with the requirement.

For any requirement carrying an evaluation code of "M" or "ME," any "No" or "N" **may result in the Offeror's proposal being deemed non-responsive**, in which case no further consideration will be given to the proposal. **Should the Offeror become the contracted provider, any "Yes" or "Y" response found to be incorrect, regardless of the reason, will deem the Contractor in breach of the Contract, and the Contract may be terminated or the Contractor given an opportunity to cure the breach at its own expense by modifying the proposed solution to meet the requirement.**

If the State terminates the Contract, the State will have no liability to the Contractor, financially or otherwise, for false information given by the Offeror in its proposal, and retains the right to recover damages according to the State's Standard Terms and Conditions and any Special Terms and Conditions contained in this RFP.

Offerors are cautioned and encouraged to seek clarifying information to any requirement by using the time set aside prior to the closing of the solicitation for receiving Offeror questions.

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
GF1	The System must be a web-based SaaS application	M		
GF2	The proposed version of the software must have been live in a commercial production setting for a minimum of one-hundred-twenty (120) days prior to the closing date of this RFP	M		
GF3	The system must be available to users 24 hours a day, 7 days a week, 365 days a year, except for planned and authorized maintenance	M		
GF4	User interface must be via web portal	M		
GF5	All error messages produced by the SaaS must be user-friendly and meaningful so that users can determine how to correct the error or cancel the process	M		
GF6	At a minimum, the system must support the following: Microsoft Internet Explorer 9 or higher, Chrome, and Safari internet browsers; accessibility by mobile device (e.g. cell phones, tablets, etc.)	ME		
GF7	The system must automatically log user activity	M		
GF8	The system must allow Administrative Users to manage functionality by enabling them to easily turn optional features on or off at their discretion.	ME		
GF9	The system must support Americans with Disabilities Act (ADA) section 508 compliance found at: http://www.dol.gov/dol/topic/disability/ada.htm	M		
GF10	The system must support creating, editing and assigning roles based on organizational criteria	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

GF11	The system must enable creating, editing and assigning groups based on organizational criteria, roles and talent pools	M		
GF12	Administrative Users must be able to make changes to the system (e.g. changes to workflow requirements, changes to required fields) at no additional cost (whether or not technical support is required.)	ME		
GF13	The system must support integration with email programs (i.e. Microsoft Outlook)	M		
GF14	The system must allow for batch enrollment of employees and Contractor Users	M		
GF15	The system must manage training profiles information found in the HR Information System (HRIS)	M		
GF16	The system must automatically update employee information from the HR system that is tied to CGI_AMS Advantage every night	M		
GF17	The system must store name, address, and phone number(s) of contractors and employees	M		
GF18	The system must have a test version that allows users the ability to make changes and experiment without impacting the production version of the system	M		
GF19	The system must maintain records for employees that no longer work for ITD for a minimum of five (5) years and flag them in some manor as expired/expiring certifications and qualifications; the system must have the capacity to maintain a minimum of 10,000 user profiles (including active and inactive) at a time	M		
GF20	The system must conform with Idaho Technology Authority (ITA) policies P1080 and P4120, available at http://ita.idaho.gov/psg/p1080.pdf and http://ita.idaho.gov/psg/p4120.pdf, respectively	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

GF21	The system must have a user interface that runs through a browser rather than a thick client	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
UAS1	The system must allow at least 1800 ITD Users to access the system simultaneously from an unlimited number of locations via web portal	M		
UAS2	The systems must allow a minimum of fifteen (15) Administrative Users, any number of whom must be able to use the system concurrently	M		
UAS3	Administrative Users must be able to create, modify, disable, and reactivate user access and security rights for other users	M		
UAS4	The system must provide an easily maintainable level of individual access through system tables maintained by the system administrator	M		
UAS5	At a minimum, the systems must maintain at least one of the following levels of security A. Database level B. Module level C. Functional level D. Field level	ME		
UAS6	The system must provide a reliable authentication mechanism which controls access to the system by validating each user (e.g. user-ID/password) at the start of each session	M		
UAS7	The system access must be controlled by Read/Read-Write/No Access, Administrator restrictions	M		
UAS8	The system must log unauthorized access attempts by date, time, user id, device and location	M		
UAS9	Contractor must provide backup and restoration services; backup files must be encrypted	M		
UAS10	The system must store authentication credentials in encrypted format	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

UAS11	The system must maintain current security and anti-malware with the most recent updates	M		
UAS12	Browser session data must be encrypted between the server and client (i.e. in transit) using Transport Layer Security (TLS) encryption	M		
UAS13	All data stored on Contractor's servers must be encrypted	M		
UAS14	Users must have individual and unique logins and passwords	M		
UAS15	Sessions must timeout (i.e. require logging in again) after a specified length of inactive time in the system; discuss ITD's ability to vary the length of time before the system times out based on factors such as the user's permissions and the tasks being performed	ME		
UAS16	The systems must be able to track users whose permissions have been disabled in the system; disabled users must not be deleted from the system	M		
UAS17	Account modifications must require authorization by Administrative User	M		
UAS18	The Contractor must provide a reliable method of protecting and retrieving data in the event of a system failure	M		
UAS19	All browser sessions shall encrypt data between the server and client (i.e. in transit) using TLS encryption	M		
UAS20	The web server must be separate from the database server, physically or logically	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

UAS21	The system must support management of user profiles (i.e. name changes, address changes, position) by all types of users	M		
UAS22	The system must allow manual entry of non-ITD users/ end-users who, must be certified by ITD.	M		
UAS23	The system must have the ability to restore inactive employees to active status	M		
UAS24	The system must allow single sign-on for users based on Active Directory information	M		
UAS25	The system must allow for multiple levels of user permissions (e.g. Administrative User, Supervisor User, Employee User)	ME		
UAS26	Administrative Users must have the ability to create and edit employment information for all system personnel	M		
UAS27	Personally identifiable information (PII) must be encrypted during transmission, use and storage	M		
UAS28	The system must provide administrator access to data schemas of all data elements used by the system	M		
UAS29	The system must have the ability to limit access (read, edit) to succession plans based on security role	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
CF1	The system must allow Administrative Users to document Employee Expectations	ME		
CF2	The system must provide customizable labels for data entry fields, report elements, page tabs, and other on screen components	ME		
CF3	The system must allow Administrative Users (not an IT person) to change (edit, add, or delete) any forms in the system	M		
CF4	The system must allow Administrative Users to create, configure and copy workflows, templates and form design including approval process management through the interface	ME		
Learning Management Functionality				
CF5	The system must be compliant with SCORM 1.2, Version 2004 Online Training standard training format	M		
CF6	The system must allow ITD to create, buy, or customize online classes, and must accept off-the-shelf, third party and in house created online content.	M		
CF7	The system must automatically generate/update Course calendar when courses are added	M		
CF8	The system must be able to accommodate non-ITD locations for trainings held offsite	M		
CF9	The system must allow ITD to input and maintain non-ITD instructor's information	M		
CF10	The system must allow ITD employees to register for classes or exams by Active Directory (AD) recoded name	M		
CF11	The system must allow online registration of courses for Employee Users, and must have a simple, concise process for ITD Training & Development staff to register Contractor Users	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF12	The system must allow for assignment of training to groups of employees by job title, supervisors and/or work location	M		
CF13	The system must manage required courses and automatically alert employees and their supervisors of required training	ME		
CF14	The system must be able to create waiting lists once a class is full	M		
CF15	The system must allow users to take a course more than once	M		
CF16	The system must allow for creation of, and compile data from, class surveys	ME		
CF17	The system must allow for online completion of course surveys	M		
CF18	The system must update Employee profiles by listing courses by pass/fail/no show/attended	M		
CF19	The system must allow ITD employees to view and print their transcripts	M		
CF20	The system must allow ITD to grant limited access to Contractors (non-ITD employees) for the purpose of completing courses/testing to achieve required certifications	M		
CF21	The system must allow ITD to define training and testing scores required for specific certifications	ME		
CF22	The system must allow ITD to define certification periods of varying length	M		
CF23	The system must manage certification information so that Employee and Contractor Users can see the certification requirements, their progress toward certification, and when their certification will expire	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF24	When a User completes all required training/testing for certification, the system must automatically reset the certification expiration date according to certification length (e.g. one year from date of completion)	M		
CF25	The system must allow for customizable adjustments of individual dates for certifications or qualifications	M		
CF26	The system must allow Administrative Users to input certification suspensions and track those suspensions for a specified amount of time	M		
CF27	The system must track exam failures and prevent future registration for specified time period	M		
Performance Management Functionality				
CF28	The system must provide access to a goal library and allow ITD to upload forms, templates, and third party goal competency libraries for Supervisors and Employees	M		
CF29	The system must include a writing assistant functionality for spelling checks and internally controlled wording	M		
CF30	The system must provide a comments section for Supervisors, Employees and other user performing evaluations	M		
CF31	The system must have the ability to limit access to certain sections of the forms depending on user permissions (e.g. Employee cannot see Supervisor notes, etc.)	M		
CF32	The system must allow a Supervisor to assign as many Employee Goals as necessary	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF33	The system must demonstrate the logical linkage between Employee Goals and documented Organizational Goals at the appropriate level for the employee	ME		
CF34	The system must allow ITD to configure the goal management framework according to their business requirements (e.g. goal attributes - timeframe, responsibilities, and measurement)	M		
CF35	The system must allow entry of both Goals and Objectives	M		
CF36	The system must support quantitative, qualitative, and weighted Goals/Objectives	ME		
CF37	The system must support cascading Goals (top-down inheritance)	M		
CF38	The system must support sub goals or action items	M		
CF39	The systems must allow Supervisor Users to modify the weighting or prioritization of cascaded Goals	ME		
CF40	The system must allow Supervisors to assign Goals to Employees and lock the Goals	M		
CF41	The system must allow Employee-defined and shared Goals	ME		
CF42	The system must allow Administrative Users to merge goals from multiple Supervisors into one view or report	ME		
CF43	The system must allow the Supervisor to create and update Performance Plans as needed	M		
CF44	The system must allow the Employee and Supervisor to access the Performance Plans at any time for review, to make notes, or provide updates	M		
CF45	The system must automatically update Performance Plan when an assigned course is completed in the system	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF46	The system must be sufficiently customizable and/or include all fields currently used in ITD's Employee Performance Evaluations (see **Appendix D, Performance Evaluation**, attached in IPRO)	ME		
CF47	The system must allow ITD to define and configure cycles for Performance Evaluations and other tasks (e.g. Performance Evaluations are currently performed annually, with a review period of July 1 - June 30)	M		
CF48	The system must support off-cycle performance reviews at higher frequencies (e.g. quarterly, semi-annual) or for transfers and promotions	M		
CF49	The system must be able to support the ability for mid-year reviews ratings and comments to automatically populate the annual Performance Evaluations (allowing for editing)	ME		
CF50	The system must allow the Supervisor to evaluate employee conduct, progress toward the Performance Plan, and other performance through the Performance Evaluation	M		
CF51	The system must enforce lockstep/sequential completion of the forms	M		
CF52	The system must record the Supervisor's evaluation of the employee's performance and allow attachment of supporting documents in Word, PDF, Excel, JPG, etc.	M		
CF53	The system must allow Supervisors to document any corrective action taken to address Employee problems	M		
CF54	The system must allow Supervisors to assign next-period Goals during the annual Performance Evaluation	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF55	The system must allow Supervisor to assign additional training to the Employee and link this requirement to the Employee's existing training record	ME		
CF56	The system must allow Employee and Supervisor comments to be associated with the Performance Evaluation (or any part thereof)	M		
CF57	The system must allow new Supervisors to use the existing goals and progress of a newly transferred or promoted Employee	M		
CF58	The system must allow Supervisors a way to identify high potential Employees	M		
CF59	The system must allow multiple evaluation "types" (Supervisor, peer, subordinate, self-evaluation, etc.) to provide information on any given Performance Evaluation	M		
CF60	The system must track all evaluator responses	M		
CF61	The system must allow selected Users to view and compare evaluator responses by evaluator type	M		
CF62	The system must allow Supervisors to view self-evaluation and other evaluator reviews when assigning a performance rating	M		
CF63	The system must support weighted competencies in Performance Plans and Performance Evaluations	M		
CF64	The system must support a consolidated/overall performance rating based on the weighting of performance results/rating and competencies/values rating	M		
CF65	The system must allow a Supervisor to override calculated score and add explanation	M		
CF66	The system must allow for electronic signature of final Performance Evaluations	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF67	The system must allow printing of a completed Evaluation, attachments, and text comments	M		
CF68	The system must save an audit trail and archive all Performance Evaluations	M		
CF69	The system must save year-to-year Performance Evaluations and ratings	M		
Talent Management Functionality				
CF70	The system must allow for upload and modification of 3rd party competency libraries	M		
CF71	The system must allow competency models to be assigned to organizational units, job families, jobs, and/or positions by Administrative Users	M		
CF72	The system must allow competency models to be assigned to specific goals or goal groupings by Administrative Users	M		
CF73	The system must support behavioral anchors/attributes for each competency and competency models	M		
CF74	The system must allow Administrative Users to identify critical competencies by organizational unit, job families, jobs, and/or positions	M		
CF75	The system must allow Supervisors to assign competencies to employees	M		
CF76	The system must allow Supervisors to identify candidates on a succession plan for a specific job/position	ME		
CF77	The system must support multiple succession planning grid models (i.e. 4, 6, and 9 box grids)	ME		
CF78	The system must create and display a graphic organizational chart of the Supervisor's direct reports	M		
CF79	The system must allow Supervisors to place Employees in a talent pool	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF80	The system must allow Supervisor/Administrative Users to enter a turnover risk to be associated with the Employee	M		
CF81	The system must allow any reviewer to add free-form text and display and track comments by user	M		
CF82	The system must allow succession pipelines by role/job	M		
CF83	The system must allow Supervisors to review succession data for all roles reporting to them and highlight gaps for pivotal/critical roles	M		
CF84	The system must allow Supervisors to enter competency assessments (e.g. Leadership) within the talent management functionality	ME		
CF85	The system must allow Supervisors to select a readiness and potential rating for each direct report	M		
CF86	The system must allow multiple ratings for 'potential' to appear on the succession planning grid (e.g. A,B,C or 1,2,3)	M		
CF87	The system must allow multiple 'readiness' scales (ready now, ready 12 months, ready 1-2 years, etc.)	ME		
CF88	The systems must allow the Supervisor to assign a potential role to the Employee's profile	M		
CF89	The system must allow for printing of a customizable talent profile	M		
CF90	The system must allow Supervisors and Administrative Users to share succession scenarios with other Supervisors for talent discussions and/or feedback	ME		
CF91	The system must allow Supervisors and Administrative Users to view a comparison of Employees based on their talent profiles	M		
CF92	The system must allow for creation of custom metrics/formulas (taking multiple ratings and applying custom formula, weighting, measures)	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF93	The system must allow for creation of a stand-alone "development plan" that can be accessed from the talent profile to be used as a long-term plan for gaining specific competencies required to move into other positions	M		
CF94	The system must support development planning cycles and periods	M		
CF95	The system must have the ability to enable the synchronization of planned, completed, and "in progress" learning activities in the learning management functionality to the development plan	ME		
CF96	The system must allow Employees and Supervisors to enter comments related to the development plan, which will be saved and associated with the plan	M		
CF97	The system must allow Administrative Users to search across all development plans to identify common development goals and activities	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
NW1	The system must provide user-defined, event-triggered workflow	ME		
NW2	The system must allow for a varying number of approvers in the workflow, with a maximum of 5 levels available	M		
NW3	The system must allow for generated email notifications to multiple users based on intended recipient (i.e. Employee, Supervisor)	M		
NW4	The system must provide management of email reminder notifications (i.e. 30, 60, 90 days)	M		
NW5	The system must notify a Second Level Reviewer (may be Supervisor or Administrative User) of the draft Performance Evaluation when the Supervisor indicates it is ready	M		
NW6	The system must prompt a Supervisor regarding key dates related to an Performance Evaluation	M		
NW7	The system must record the Second Level Reviewer's acceptance or rejection of a draft Performance Evaluation and capture any notes or feedback provided by the Second Level Reviewer	M		
NW8	The system must allow submission of Performance Evaluation if employee is unavailable or unwilling to acknowledge it	M		
NW9	The system must document an Employee's acknowledgment of receipt of their Performance Review or the Supervisor's notification that the Employee has refused to acknowledge it	M		
NW10	The system must submit a completed Performance Evaluation to Human Resources	M		
NW11	The system must inform Supervisors when courses have been completed by an Employee	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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NW12	The system must identify and automatically notify Employee and Supervisor when users are near the expiration of certification	M		
NW13	The system must provide reminder notifications for development planning events	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
SM1	Contractor must respond to requests for technical support, with a solution or action plan, within one (1) business day	M		
SM2	System support must be provided by the SaaS development company	M		
SM3	Technical support must be available to ITD by phone/email during regular ITD business hours (M-F, 8-6 Mountain Time)	M		
SM4	Contractor must provide three (3) hard copies of the user manual, which must be delivered prior to training with Administrative Users	M		
SM5	Contractor must provide a printable, online user manual that may be accessed through the system interface	M		
SM6	The system must include searchable online help/troubleshooting (in addition to the full user manual), preferably launching specific to the User's current activity in the system	ME		
SM7	Licensing fees, upgrades and patches must be included in the annual system fee	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
R1	At a minimum, the system must provide Supervisors with a graphical display of team performance ratings in a bell curve, stacked view, or categories (i.e. A, B, C)	ME		
R2	The system must provide Administrative Users with a graphical display of multiple team's performance ratings in a bell curve, stacked view, or categories (i.e. A, B, C)	M		
R3	The system must provide ad-hoc reporting and a variety of reports related to turnover, talent/skill pools, etc.	ME		
R4	The system must have the ability to run reports on inactive employees	M		
R5	The system must provide Supervisors and Employees with a graphical view of progress against goals	M		
R6	At a minimum, the system must provide reports on: - Employee training profile; - Mandatory training: 1) By instructor; 2) By Course; 3) By date range (expiring/expired) - Cost (direct/indirect) - Instructor 1) Classes taught; 2) Schedule - Class rosters - Passed/failed/no show/attended - Ad hoc	ME		
R7	The systems must allow export of all data (specify the formats available to the system)	ME		

Offeror Name: ____

6 Business Information

6.1 (ME) Experience

Describe in detail the Offeror's knowledge and experience in providing services similar to those required in this RFP. Include Offeror's business history, description of current service area, and customer base. Additionally, specifically address the following **mandatory minimum requirements**:

6.1.1 The Offeror must have a minimum of two (2) years of experience providing the proposed SaaS to be eligible for award.

6.1.2 The Offeror must have a minimum of two (2) successful implementations of the proposed SaaS (or a previous version thereof) in the last two (2) years to be eligible for award.

6.3 (ME) System Failures

Describe any failures of the proposed SaaS in the last two (2) years that resulted in permanent loss of customer data. Failure to fully disclose information in your response to this section may result in your Proposal being found non-responsive or may be grounds for Contract termination if you are awarded a Contract and the omission is discovered after Contract award.

6.4 (ME) Sustainability of Future Service

Describe any circumstances that have a reasonable likelihood of impeding the Offeror from continuing to provide and support the proposed SaaS system for at least five (5) years after Go Live including, but not limited to, pending lawsuits, sales, or acquisitions. Failure to fully disclose information in your response, to the best of your knowledge, may result in your Proposal being found non-responsive or may be grounds for Contract termination if you are awarded a Contract and the omission is discovered after Contract award.

When evaluating these sections consider:

1. The years of experience, especially working with groups/projects similar to this one. (Section 6.1)
2. The number of implementations in the last two years. (Section 6.1)
3. Any failures of the proposed software. (Section 6.3)
4. If there have been failures, any explanation of how the company addressed the problem. (Section 6.3)
5. The likelihood that this vendor will be available to continue providing services for at least 5 years. (Section 6.4)

Comments:

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Assigning points: Points are awarded according to the quality of the response with respect to each criterion using the following scale.

0	1 Marginal	5 Average/Moderate	10 Excellent
Offeror has failed to respond to an evaluated requirement; or has simply restated the requirement.	Offeror has addressed the criterion but has not established its capability to perform the requirement; or has otherwise demonstrated only minimum compliance.	The Offeror has an acceptable capability or solution to meet this criterion and has described its approach in sufficient detail to establish expertise, proficiency, or capability. Evaluators are generally confident that an Offeror has adequate experience or will produce satisfactory results.	Offeror exceeds requirements and expectations. Demonstrates lengthy experience on successful large or complex projects.

System Requirement	**Score**
6.1 Experience	
6.3 System Failures	
6.4 Sustainability of Future Service	

Evaluator's ID Number ________________________ Date: ______________

REQUEST FOR INFORMATION (RFI) 16000371

EARLY LITERACY ASSESSMENT

For the Idaho State Board of Education

Issue Date: December 4, 2015

1. General Information

1.1 NOTICE

This is a Request for Information (RFI) regarding available Early Literacy Assessments. This is not a solicitation for quotations, bids or proposals. No contract award will result from this RFI.

The state of Idaho (the "State") may, at its sole discretion, contact any parties responding to the RFI ("Respondents") for additional information, including interviews or product demos, following the RFI. The State shall not be obligated to contact any Respondent, to purchase goods or services related to this RFI from any Respondent, or to use the content of any response in a future RFP.

The State will, at its sole discretion, determine whether or not to proceed with a solicitation for an Early Literacy Assessment following the RFI.

Response to this RFI is NOT mandatory in order to be considered for any future solicitation for an Early Literacy Assessment.

It is entirely the Respondent's responsibility to keep itself informed of the State's issuance of any future solicitation for an Early Literacy Assessment. The State assumes no liability for failure of Respondents to obtain and respond to any such solicitation.

1.2 RFI TIMEFRAME

The Idaho State Board of Education Assessment Working Group (the "Working Group") anticipates following the tentative schedule shown below.

Event	Date and Time
Release RFI	12/04/2015
Responder Questions Due	12/16/2015 by 5:00pm Mountain Time
RFI Reponses Due	01/04/2016 by 5:00pm Mountain Time

1.3 CONTACT

The contact for this RFI is Alison Henken. She may be contacted at alison.henken@osbe.idaho.gov. Deliveries should be sent to:

Direct delivery (UPS, FedEx, etc.): Idaho State Board of Education
650 W. State Street, Room 307
Boise, ID 83702

or

US Postal Service: Idaho State Board of Education

P.O. Box 83720
Boise, ID 83720-0037

1.4 INQUIRIES

Questions relating to this RFI must be submitted in writing via email in either Word or Excel format not later than the date and time outlined in subsection 1.2.

The inquiry should contain:
- (i) the name of the party's representative who is responsible for the inquiry;
- (ii) the representative's business telephone number and e-mail address; and
- (iii) the company's name of the party submitting the questions.

Please note that the State will provide responses to written inquiries received by the established deadline through direct communication with individual vendors. The State will not release all responses.

1.5 SUBMISSION PROCESS

If you are interested in providing the information requested in this RFI, please submit your response in one of the following formats:
- one (1) hard copy delivered or mailed with a thumb drive containing an exact copy of the hard copy submission, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)
- one (1) electronic copy via email, to the email address of the contact identified in subsection 1.3, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)
- one (1) electronic copy shared via Dropbox to the email address of the contact identified in subsection 1.3, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)

Do not attempt to submit your response electronically through IPRO. Direct responses to this RFI are due to the contact identified in subsection 1.3 no later than the due date and time identified in subsection 1.2.

If you mail in your response, clearly mark the package "Early Literacy Assessment – RFI Response" on the outside of the package.

1.6 COST OF PREPARING A RESPONSE TO THIS RFI

Costs of preparing a response are the sole responsibility of the Respondent submitting the response. The State shall not provide reimbursement for such costs and shall not be liable for any response preparation costs.

1.7 TRADE SECRETS

Trade secrets "…include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy." In addition to marking each page of the document that contains trade secrets with a trade secret notation, Respondents must also:

1.7.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem to be a "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

1.7.2 Provide a separate document entitled "List of Redacted Trade Secret Information," which provides a succinct list of all trade secret information noted in your response; listed in the order it appears in your submittal documents, identified by Page#, Section#/Paragraph#, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow the State's procurement personnel to determine the precise text/material subject to the notation.

If you fail to follow the RFI instructions as they relate to the identification of trade secret information; or to otherwise identify trade secret information with particularity, your trade secret notation(s) may not be honored.

2. Purpose

The Working Group is gathering information to learn more about available Early Literacy Assessments in order to make recommendations to the State regarding the State's existing assessments.

The State is seeking information from vendors regarding existing assessments or assessment packages or a vendor's capacity to custom-design an assessment package to measure literacy skills of students in kindergarten through third grade.

This is an informal action initiated by the State. The State anticipates using the information obtained from this RFI to develop a Request for Proposal (RFP).

2.1 CRITICAL FEATURES

The Working Group has identified the following features as being critical to meet the needs of the State and its schools:

- An assessment or assessment package that addresses the needs of schools and educators working with students who needs interventions, including screening, diagnostics, and easy progress monitoring
- An assessment or assessment package that addresses the State's need for a summative or pseudo-summative assessment (such as a well-developed interim)
- For assessments where all students would be tested (i.e. screener and/or summative/pseudo-summative), test length should be very reasonable, ideally a maximum of 5 minutes if administered individually (one-to-one proctor to student ratio) or maximum 45 minutes if administered to a group
- An assessment or assessment package that measures multiple aspects of literacy, including comprehension
- An assessment or assessment package that measures both students' mastery of literacy skills / the content standards (proficiency) and students' performance growth over time
- An assessment that is aligned to the Idaho State Content Standards
- An assessment or assessment package that provides schools and educators with reports and data in a timely manner and in formats that can be used to inform instruction
- An assessment or assessment package that provides valid and reliable data
- An assessment or assessment package that includes appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), 504 plan, or are English language learners
- An assessment or assessment package that has user-friendly administration for both proctors and students
- An assessment or assessment package that provides a clear, accurate picture of student skills, regardless of whether the student is below, at, or above grade level
- An assessment or assessment package that includes professional development, webinars/online training, and/or other customer support to assist the State, educators, and Idaho students in using the Respondent's solution

2.2 OTHER FEATURES

The Working Group is also interested in receiving information regarding the following potential assessment features:

- An assessment or assessment package that is presented in a manner that is engaging for young students
- An assessment or assessment package that measures all five components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension), with fiction and non-fiction text

- An assessment or assessment package that measures students' writing skills
- An assessment or assessment package that has an aligned / complementary alternate assessment for use with students with significant cognitive or physical impairments
- An assessment or assessment package that has aligned / complementary curriculum or resources available for schools, educators and/or parents (available for free or for purchase at the district or school level)
- An assessment or assessment package that has assessments that can be used by districts or schools to measure students' skills beyond 3rd grade (available for purchase at the district or school level)

3. Response Format

The State requests that Respondents include the following sections in their response. The information provided in the responses must be direct, to the point, and as concise as possible. The response must not exceed thirty (30) pages.

3.1 EXECUTIVE SUMMARY (maximum length of two pages)

Briefly summarize the Respondent's information, including the value proposition and high-level functionality of the solution. Include basic information about the assessment or assessment package, including how it is administered, how long administration takes, and applicable costs.

3.2 CRITICAL FEATURES

This section should include a narrative response demonstrating how the solution meets the functionality of the critical features described in subsection 2.1. Respondents are encouraged to include images, examples, and sample items in the narrative.

3.3 OTHER FEATURES

This section should include a narrative response demonstrating how the solution meets the functionality of the other features described in subsection 2.2. Respondents are encouraged to include images, examples, and sample items in the narrative.

3.4 QUESTIONS

Please respond to the following questions, as applicable:

- Have you conducted validity or reliability research on your tool?
- Have you noticed a trend towards computerized testing?
- Do you believe that hard copy tests will continue to be available and relevant for early learning (K-3)?

- Have you seen any challenges in using computerized assessments with young learners?
- Have vendors in the industry created a method to effectively assess reading fluency through a computerized assessment?
- What trends have you seen in the field of early literacy assessment?

3.5 ADDITIONAL INFORMATION

The State will accept additional pertinent information your company would like to provide not covered in the subsections listed above.

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SUBJECT

Board Bylaws – First Reading

REFERENCE

February 2014	The Board considered, but did not approve amendments to the Board Bylaws.
June 2014	Board approved the first reading of amendments to Board Policy – Bylaws.
October 2014	Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee.
February 2015,	Board approved the second reading of proposed changes to the Board Bylaws, incorporating the Athletic Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

At the February 2014 Board meeting staff presented proposed amendments to the Board's Bylaws that would address how to handle Board actions at meetings that were not in existing Board policy as well as amendments forwarded by the Audit Committee regarding the Audit Committee section of the Bylaws. At that time, language was added requiring actions that impact ongoing future behavior of agencies and institutions be incorporated into Board policy. This language did not cover Board action that was the result of a specific request from one of the institutions or agencies that might not, for unforeseen reasons at the time of the request, be acted on within a reasonable amount of time. Periodically these situations come up and the question has been raised if a past Board action that was not acted on could be acted on at a later date. In other words, how long is Board approval of a specific action item effective? The proposed amendments would set a time limit of one year on any Board action. If an institution or agency had not acted on it within that period of time the institution or agency would need to bring the action item back to the Board for reconsideration. This process will allow for the Board to consider the action under current circumstances, rather than action being taken based on past circumstances that may no longer be relevant.

IMPACT

The proposed amendments would clarify the time period for which Board approval on a given item is relevant for and when items needed to be brought back to the Board for reconsideration.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board policy Section III.G. Program Approval and Discontinuance contains a program approval sunset clause. Any program approved by the Board or the Executive Direct must be implemented within five years or be brought back to the Board or Executive Director, as applicable, for re-approval before it can be implemented.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures) ~~February 2015~~August 2016

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.
b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio

member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.
For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the "agencies."∗ An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

    a. Purpose

    The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

    b. Composition

    The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

    c. Responsibilities and Procedures

∗ Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

i. Long range planning and coordination;
ii. Initial discussions and direction on strategic policy initiatives and goals;
iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from the Presidents' Council and the Agency Heads' Council;
vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

i. Agency and institutional instruction, research and student affairs agenda items;
ii. Instruction, academic or professional-technical program approval;
iii. Instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. Outreach, technology and distant learning impacting programs and their delivery;
v. Long-range instruction, academic and professional-technical planning;
vi. Registration of out-of-state institutions offering programs or courses in Idaho;
vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
viii. Student organizations' activities and issues; and
ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

    1) New and expanded financial programs;
    2) Establishment, discontinuance or change in designation of administrative units;
    3) Consolidation, relocation, or discontinuance of programs;
    4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
    5) Student fees and tuition; and
    6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

   a. Purpose

      The Audit Committee is a standing committee of the Board. The Audit 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.

   b. Composition

      The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

      All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

      i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
      ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
      iii. Experience in preparing or auditing financial statements and;
      iv. An understanding of internal controls.

      Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

   c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
viii. Provide general guidance for developing risk assessment models for all institutions.
ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

i. athletics director and coach contracts;
ii. Athletics Department operating budgets;
iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
iv. Athletics Department employee compensation reports;
v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
vi. institutional Title IX gender equity reports;
vii. athletics division or conference changes; and
viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit and Athletic Committee.

2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents' Council

1. Purpose

   The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

   The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

   The Chair:

   a. Presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
   b. Establishes the Presidents' Council agenda in consultation with the Executive Director; and
   c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

I. **Agency Heads' Council**

1. Purpose

   The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

   The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

   a. Presides at all Agency Heads' Council meetings;
   b. Establishes the Council's agenda in consultation with the Council's members; and
   c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

SUBJECT

Board Policy I.P. Idaho Indian Education Committee – Second Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.
April 14, 2016	The Board approved the first reading of Board Policy I.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P. Idaho Indian Education Committee

BACKGROUND/DISCUSSION

The State Board of Education Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact opportunity, success, and access for Idaho's American Indian student population.

Proposed amendments to Board Policy I.P. would make technical corrections and remove sections covering meeting location, quorum requirements, and establishment of agendas and minutes and move them to the proposed bylaws that will be presented to the Board for consideration at the August 2016 Board meeting should the Board approve the second reading of the proposed amendment to Board Policy I.P.

IMPACT

Approval of amendments will streamline policy language and allow the committee to fulfill its intended purpose. The amendments will also provide greater definition to the role of the committee and its members.

ATTACHMENTS

Attachment 1 – Board Policy I.P. Idaho Indian Education Committee	Page 3
Attachment 2 – Proposed Committee By-laws	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: P. Idaho Indian Education Committee **~~April 2013~~June 2016**

1. Purpose

   The purpose of the Idaho Indian Education Committee (Committee) is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the ~~American Indian Tribes.~~five Idaho tribes. The mission of the ~~Idaho Indian Education~~ Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the ~~gap of~~ academic achievement gap.

2. Roles and Responsibilities

   In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include~~, but not be limited to,~~ the following:

   a. Advocate and inform stakeholders~~,~~ and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

   b. Review and make recommendations on instructional materials to ensure inclusion of tribal cultural knowledge and ~~tribal~~ context at ~~the elementary, middle/junior high, and high school, and postsecondary level~~all education levels.

   c. Review and make recommendations on ~~Teacher Certification Programs~~educator certification and recertification programs to ensure inclusion of tribal cultural knowledge and ~~tribal~~ context.

   ~~d~~d. Review and make recommendations on educator preparation program standards to ensure inclusion of tribal cultural knowledge and context.

   e. Review and make recommendations to ensure integration and use of tribal cultural knowledge and ~~tribal~~ context as a component of instructional practice in schools that serve predominantly American Indian students.

   ~~e~~f. Review and make recommendations on funding and programs that serve American Indian students. ~~To include, but not be limited to: Johnson O'Malley, Impact Aid, Title VII, and Enrichment Programs.~~

   ~~f. Review American Indian student achievement data to include, but not be limited to, K-12 standardized tests, K-12 and postsecondary graduation, retention,~~

~~dropout, and completion data; health and safety data; suicide prevention data; drug violence data.~~

g. Review relevant education data to make recommendations on statewide policies, procedures, and to collaborate with Idaho tribes to reflect accurate statistics for making policy recommendations.

h. Identify and promote best practices in supporting the success of American Indian students.

i. The Committee shall meet at a minimum quarterly.

3. Membership

The Idaho Indian Education Committee ~~(Committee)~~ membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
    - ~~The representative should be from an Advisory Committee or a Designee (Board~~Nominations will ~~request nomination~~be submitted from the ~~Provost/~~Institution President~~)~~
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education ~~affiliations (K-12)~~departments
- One representative from each of the two Bureau of Indian Education schools
    - Representatives must be a school board member, administrator, or designee
- One representatives from the State Board of Education~~, as an ex-officio member~~

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year ~~terms~~term at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education ~~through the Chief Academic Officer and Academic Affairs Program Manager,~~ and will include the following:

- ~~Advisory~~Advisor to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders

- ~~Prepares~~Preparation of the agenda with input from the Committee
- ~~Notifies~~Notification to Committee of upcoming meetings and other communications
- ~~Records, publishes~~Compilation of records, publications and ~~disseminates~~disseminating minutes of meetings

~~Chairperson: Conducts the~~ Board of Education Idaho Indian Education Committee ~~meetings.~~

~~Vice-Chairperson: Acts on behalf of the Chairperson in their absence.~~

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Board of Education Idaho Indian Committee
Bylaws June 2016

A. Meetings

1. The Committee holds at least four (4) regular meetings annually. A quorum of the Committee consists of eight (8) voting members with the option to poll absent members to reach 8 for a response within three (3) days. A quorum shall be present to conduct any official business.

2. Meeting locations shall be determined by the Committee.

B. Membership

Committee members must uphold the goals and objectives of the Committee and give adequate time and energy to the duties of membership. Decision making is a collective action and all members have a joint responsibility for decisions and actions.

C. Nominating Process

A letter of recommendation for representation of the appropriate entity shall be submitted to the Board of Education (Board) office and receive Board approval before an appointee may act in an official capacity of the Committee.

D. Voting privileges

A Committee member unable to attend a meeting either in person or by telephone conference may send a proxy in his or her place. The proxy will have full voting privileges upon receipt from the absent member of a written statement or a tribal resolution to the chair and staff. Notification must include name and position of proxy and a statement authorizing the proxy to act in the official capacity, including full voting rights, for the determined time period of the meeting, and the proxy has support for voting on behalf of the committee member. The proxy may not vote without this notification.

E. Duties of the Officers

1. The Chair

   a. Presides at Committee meetings, with full power to discuss and vote on all matters before the Committee.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Committee.
   c. Subject to action of the Committee, gives notice and establishes the dates and locations of all regular Committee meetings.
   d. Calls special meetings of the Committee.

e. Appoints Committee members to all standing and interim working groups of the Committee.
f. Establishes the agenda in consultation with the staff support.
g. Provides communication to the public as chief spokesperson for the Committee in coordination with the Board and State Department of Education (Department) Communications officers.

2. The Vice Chair

a. Presides at meetings in the event of absence of the Council chair.
b. Performs the Council chair's duties in the event of the Council chair's inability to do so.
c. Becomes the acting Council chair in the event of the resignation or permanent inability of the Council chair until such time as a new chair is elected.

F. Duties of Staff Support

The staff will work to maintain effective communication among the Committee members, Department, Board office, Board, and key stakeholders. Staff will uphold appropriate organizational structure to carry out the work of the Committee. Staff will provide structure for the meetings, review the progress of the Committee's work, and identify areas of strengths and weaknesses.

1. Board Staff
Provide support to the Chair to carry out the purpose of the Committee. Report on relevant activities of the Board office and the Board. Provide the Board office and the Board of an overview of the Committee's work. Collaborate with the Department staff on communication, meeting details, and other items as necessary to the purpose and duties of the Committee.

2. Department Staff
Provide support to the Chair to carry out the purpose of the Committee. Report on relevant activities of the Department and appropriate key stakeholders. Provide the Superintendent of Public Instruction an overview of the Committee's work. Collaborate with the Program Manager on communication, meeting details, and other items as necessary to the purpose and duties of the Committee.

G. Administration of Committee Work

1. Special Committee assignments shall be designated at the discretion of the Board.

2. Coordination and collaboration of policies and procedures are conducted to maintain the integrity of the Board and the Department.

3. Dissemination of official committee information will go through the Board office and Department.

H. Adoption, Amendment, and Repeal of Bylaws

1. Bylaws and amendments must be approved by the Board before they are officially instituted by the Committee.

2. Recommendations for amendments or repeals of bylaws may be approved at any regular or special meeting of the Committee by a majority vote of the Committee, provided notice has been presented at the preceding meeting of the Committee.

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SUBJECT

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

REFERENCE

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.
December 2015	The Board approved the first reading of proposed changes to Board Policy I.Q.
February 2016	The Board approved the second reading of proposed changes to Board Policy I.Q. adding an additional at-large member with experience in Special Education.
May 2016	The Board approved the first reading of proposed changes to Board Policy I.Q.

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 (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 committee. The committee is composed of two Board members, the Superintendent of Public Instruction (or designee), and five (5) at-large members appointed by the Board.

The proposed amendment would remove the requirement that one of the at-large members serve as the chair of the committee. This would allow the committee chair to be selected from any of the eight committee members.

IMPACT

The proposed changes would allow the committee more flexibility in choosing a chair.

ATTACHMENTS

Attachment 1 – Board Policy I.Q., Accountability Oversight Committee Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.Q. Accountability Oversight Committee 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: 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
   - Five members at-large appointed by the Board, one of which will 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.

   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.

SUBJECT

Board Policy I.T. Title IX – Second Reading

REFERENCE

April 2016	The Board approved the first reading of Board Policy I.T. Title IX

APPLICABLE STATUTE, RULE, OR POLICY

Education Amendments of 1972, 10 USC §1681
Title IX, CFR §106.1

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment. All public and private elementary and secondary schools, school districts, and colleges and universities receiving any federal financial assistance must comply with Title IX.

The proposed policy outlines requirements for the publication of the institutions' Title IX policies and procedures as well as notification of the institutions' Title IX resources. Additionally, the policy requires the institutions designate a Title IX coordinator and establish policies and procedures for the education of students and training to prevent sexual violent; the education of parties receiving or adjudicating Title IX complaints, investigations and resolution of Title IX violations, and how disciplinary actions are handled.

IMPACT

The proposed policy will provide guidance to the institutions on meeting Title IX requirements.

ATTACHMENTS

Attachment 1 – Board Policy, I.T. Title IX Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.T. Title IX as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: T. Title IX **June 2016**

1. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "Institutions").

   Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment.

   Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

   This Policy is intended to supplement, not duplicate, Title IX guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence. Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies
   Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from OCR. Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleged violations of Title IX.

3. Notification of institution Title IX policy and resources
   Notification of institution Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:
   - reporting Title IX violations

- accommodations and services available for complainants
- the investigation
- and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators
   Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement accommodations during an investigation so that the complainant does not suffer additional effects of the sexual discrimination or violence.

   Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence
   Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating Title IX complaints
   All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

   Fact finders and decision makers involving resolution of Title IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

7. Investigation and resolution of Title IX violations

An institution shall take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some come cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.

8. Disciplinary Actions
   If a student is found to have violated an institution's Title IX policy, disciplinary action shall be imposed in accordance with the institution's student code of conduct. If the student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.

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SUBJECT

Board Policy IV.B. State Department of Education – Second Reading

REFERENCE

April 2016	The Board approved the first reading of proposed changes to Board Policy IV.B.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures IV.B. State Department of Education

BACKGROUND/DISCUSSION

The Department of Education (Department) facilitates the process for review of various minimum subject matter content standards based on long established cycles. Following the review process, the standards are brought forward to the Board with recommended amendments for consideration. Following Board approval of the amendments the standards, as applicable, are then incorporated into administrative rule and move through the rulemaking process. The rulemaking process includes various stages of public comment and additional Board approvals.

The proposed amendments to the policy remove outdated sections of the policy as well as sections that have previously been moved to Idaho code or administrative rule. The new subsections outline the current standards adoption process with the addition of the public comment requirement prior to Board considerations or the recommendations.

IMPACT

The proposed policy will formally establish the process that is currently used for reviewing standards that are approved by the Board.

ATTACHMENTS

Attachment 1 – Board Policy, IV.B. Department of Education, 1st Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.B. State Department of Education as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: B. State Department of Education ~~December 2005~~**June 2016**

1. Purpose

   The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

2. State Superintendent of Public Instruction

   The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the chief executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

3. Department Organization

   The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

4. General Scope of Department Responsibilities

   The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

5. Consultant and Advisory Services

   The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

6. Policy Manual for Idaho Public Schools

   The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules and Regulations for Public Schools K-12* as approved by the Board. The procedures used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

7. Internal Policies and Procedures

   The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho code.

8. Basic Educational Technology Standards for Continuing Educators

   The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

   ~~a. Requirements~~

   ~~By July 1, 1999, the Department of Education will develop and implement a system of accreditation standards and accountability and require reporting on certificated personnel demonstrating mastery of the required basic technology standards.~~

   ~~By July 1, 1999, all Idaho school districts will have in place a plan that ensures that at least 90% of certificated personnel will meet the technology standards for the school by the completion of the school year 2000-2001. After 2001, administrators, through their respective school districts, will be required to provide specific justification for any certificated personnel who have not met the technology standards.~~

   ~~By July 1, 1999, each public school must have educational technology competencies as part of the annual professional development plan for each certificated personnel employed by the district. The plan will support successful mastery of the required basic technology standards by the completion of the school year 2000-2001.~~

   ~~b. Procedures~~

   ~~Certificated personnel and school districts will be able to use the Idaho Technology Competency Exam, the Idaho Technology Portfolio Assessment, or another process which meets the approval of the State Board of Education to demonstrate the required basic technology competencies.~~

   ~~c. Technology Standards and Assessments~~

   ~~The standards will be based on the International Society for Technology in Education (ISTE) foundational standards. The assessments will include the~~

~~Idaho Technology Competency Exam, the Idaho Technology Portfolio Assessment or another process which meets the approval of the State Board of Education. The approval process of an alternative assessment is as follows:~~

~~The proposed assessment will be presented to the Board staff who will collaborate with the state approved Colleges of Education to review the proposed assessment for validation and reliability to ensure that what is being required demonstrates mastery of the competencies of ISTE.~~

~~A recommendation will be made by the Board's staff to the Board based on the review.~~

~~d~~a. Accountability and Recognition

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

i. Total certificated personnel
ii. Total certificated personnel demonstrating technology competency
iii. Total certificated administrative personnel
iv. Total certificated administrative personnel demonstrating technology competency
v. Total certificated instructional personnel
vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

~~9. Reading Assessment Results~~

~~During the pilot or phase-in implementation period of the Reading Initiative assessments for grades K - 3, based on the standards of the Idaho Comprehensive Literacy Plan required by Idaho Code Section 33-1614, the Department of Education is directed to carry out the following.~~

~~a. Each school district must notify parents of children who score "Below Grade Level Proficiency" on either the fall or winter assessment. The notice will be sent each year and must include appropriate information about the district's remediation plans including:~~

~~i. Information about participation in a State Board approved extended time tutorial program. The program may be offered as an extended day, extended year, inter-session, or other configuration appropriate to the district;~~

~~ii. Notice that the school district may in some instances recommend in-grade retention for a student; and~~

~~iii. Notice of the development of a remediation plan individualized for the student who is promoted from third to fourth grade even though he or she may still be considered "Below Grade Level Proficiency" in reading.~~

~~b. Each school district must gather data to report by school and district to the Department of Education in such a way that it can be disaggregated to examine the progress of students by categories recognized as needing extra funding for success. The categories include limited English proficient (LEP), migrant, Hispanic, Native American, and those identified through criteria established by special education and Title I.~~

~~c. School districts having 25 percent or more of their K-3 student population assessed as "Below Grade Level Proficiency" by total average skill points on the Idaho Reading Indicator for any or all such grades will apply to the State Department of Education for technical assistance to develop a plan to improve reading performance in the areas of deficiency. Such applications will occur within 30 days of such notice and will be reported on forms provided by the State Department of Education.~~

9. Standards Approval

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

ii. The review committee will make an initial determination regarding the need to update the standards.

iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for the Initial Certification of Professional School Personnel

The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

CAREER TECHNICAL EDUCATION

SUBJECT

Career Technical Education Secondary Programs – Content Standards

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1612, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Similar to academic programs, content standards exist for our career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives. In the past, interested stakeholders were pulled together to determine the existing program content standards. This work set the basis for the technical program at the secondary level and prepares the foundation for secondary program testing. Postsecondary instructors provided guidance into the postsecondary program, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the technical standards and student learning outcomes were developed and vetted through the initial development team, the learning outcomes were shared with a larger group of industry representatives. The Division of Career Technical Education (Division) asked industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome was then scored and reflected in the program Technical Skills Assessment based on the level of criticality established by the representative community.

Each secondary career-technical program is evaluated regularly by the Division and held to these standards. Currently these standards are standalone documents updated and maintained by the Division. Board approval and subsequent incorporation of these standards into administrative code will elevate the importance of these standards to the same level as academic content standards, provide continuity between those career technical content areas that are taught by academic instructors and career technical instructors, and provide for more transparency in the standards setting process when future updates are made.

The standards being submitted for review have been through the standard setting process, have been subject to an industry criticality survey, and are currently in use statewide.

IMPACT

Formal approval of the proposed standards will bring the standards into alignment with the Board's statutory responsibility and allow for them to be incorporated into administrative code, giving them the same weight as existing academic content standards.

ATTACHMENTS

Attachment 1 – Workplace Readiness	Page 3
Attachment 2 – Agricultural and Natural Resources	Page 15
Attachment 3 – Business and Marketing Education	Page 33
Attachment 4 – Engineering and Technology Education	Page 47
Attachment 5 – Family and Consumer Sciences	Page 83
Attachment 6 – Skilled and Technical Sciences	Page 115

STAFF COMMENTS AND RECOMMENDATIONS

In addition to determining the skills and outcomes expected for each content area and level content standards also directly tie in to teacher certification standards and subject area endorsements. As part of the educator certification work being facilitated by Board staff, the lack of career technical endorsements being authorized through administrative code was identified as one of the issues that will be addressed this year. Because endorsement requirements are tied to content standards, having these standards approved by the Board and ultimately incorporated into administrative rule will create a level of transparency that currently does not exist.

Staff recommends approval.

BOARD ACTION

I move to approve the career technical secondary program content standards as submitted in Attachments 1 through 6.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

CONTENT STANDARD 1.0:	**DEMONSTRATE WORKPLACE SKILLS FOR CAREER READINESS**
PERFORMANCE STANDARD 1.1:	**DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS**
1.1.1	Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
1.1.2	Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
1.1.3	Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
1.1.4	Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
1.1.5	Demonstrate diversity awareness by working well with all customers and co-workers
1.1.6	Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
1.1.7	Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative
PERFORMANCE STANDARD 1.2:	**DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS**
1.2.1	Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
1.2.2	Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
1.2.3	Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
1.2.4	Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
1.2.5	Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace
1.2.6	Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
1.2.7	Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
1.2.8	Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
1.2.9	Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks

1.2.10	Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

PERFORMANCE STANDARD 1.3	DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS
1.3.1	Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
1.3.2	Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
1.3.3	Demonstrate proper Internet use and security by using the Internet appropriately for work
1.3.4	Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.1.1	**Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand** **Demonstration may include:** • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). **Instructional strategies may include:** • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Identify and practice active listening techniques. • Role-play an employer or employee that exemplifies good work ethic.
1.1.2	**Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability** **Demonstration may include:** • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and co-workers. • Identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. **Instructional strategies may include:** • Define integrity. • Review samples of human resource policies. • Investigate common employer-personnel issues. • Differentiate between honest and reliability.

1.1.3	**Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed** **Demonstration may include:** • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (E.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors). **Instructional strategies may include:** • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.
1.1.4	**Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace** **Demonstration may include:** • Dressing appropriately (e.g., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices). **Instructional strategies may include:** • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
1.1.5	**Demonstrate diversity awareness by working well with all customers and co-workers** **Demonstration may include:** • Working in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. **Instructional strategies may include:** • Define diversity. • Summarize the Civil Rights Act of 1964 and the American with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).

1.1.6	**Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues** **Demonstration may include:** • Negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). **Instructional strategies may include:** • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role play various conflict scenarios.
1.1.7	**Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative** **Demonstration may include:** • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operation policies and procedures that use resources in a sustainable manner. **Instructional strategies may include:** • Define creativity and creative thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	**Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions** **Demonstration may include:** • Communicating effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (e.g., practicing active listening). **Instructional strategies may include:** • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker's verbal and nonverbal messages. • Practice active listening.

1.2.2	**Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly** **Demonstration may include:** • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. **Instructional strategies may include:** • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	**Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks** **Demonstration may include:** • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. **Instructional strategies may include:** • Define critical-thinking and problem-solving skills. • Analyze a problem and predict a solution. • Utilize a problem-solving procedure to solve a problem.
1.2.4	**Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health** **Demonstration may include:** • Managing personal health (e.g., setting short-, medium-, and long-term physical fitness goals; eating non- or minimally-processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines). **Instructional strategies may include:** • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote health behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.

Performance Indicators	Definitions and Instructional Strategies
1.2.5	**Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace** **Demonstration may include:** • Identifying "big picture" issues and goals (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community). • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). **Instructional strategies may include:** • Investigate corporate visions and identify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.

1.2.6	**Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills** **Demonstration may include:** • Continually acquiring new industry-related knowledge. • Improving professional skills to stay current in the field and promote personal advancement. • Seeking education and experiences that enhance personal growth. **Instructional strategies may include:** • Describe the relationship of lifelong learning to financial success. • Develop an educational/career plan. • Create a portfolio.
1.2.7	**Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion** **Demonstration may include:** • Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). • Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). **Instructional strategies may include:** • Utilize different media sources to perform job searches. • Practice job interview skills. • Develop a résumé. • Complete a job application.
1.2.8	**Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work** **Demonstration may include:** • Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). • Working efficiently to make the best use of time. • Managing personnel to capitalize on their strengths while respecting professional desires. • Maintaining equipment to ensure longevity and efficiency. • Using resources in a sustainable manner. **Instructional strategies may include:** • Develop a plan of work to reach identified goals. • Develop and utilize a time-management plan. • Describe the importance of using natural resources effectively.
1.2.9	**Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks** **Demonstration may include:** • Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). • Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). **Instructional strategies may include:** • Estimate manufacturing, repair of food costs. • Prepare a small business budget. • Calculate wage rates, paycheck deductions, and taxes.

1.2.10	**Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service** **Demonstration may include:** • Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied). • Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly). **Instructional strategies may include:** • Identify the importance of internal and external customer service. • Explain the importance of achieving and maintaining customer satisfaction. • Role play good customer service.

PERFORMANCE STANDARD 1.3: DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.3.1	**Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner** **Demonstration may include:** • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. **Instructional strategies may include:** • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	**Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively** **Demonstration may include:** • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. **Instructional strategies may include:** • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	**Demonstrate proper Internet use and security by using the Internet appropriately for work** **Demonstration may include:** • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). **Instructional strategies may include:** • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (e.g., copyright laws).
1.3.4	**Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications** **Demonstration may include:** • Selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. **Instructional strategies may include:** • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.

CORRELATION AND ALIGNMENTS OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS AND THE IDAHO SCIENCE STANDARDS

CORRELATION

The correlation of the Employability Skills for Career Readiness Standards shows links to the Idaho Core Standards for English Language Arts; the Idaho Core Standards for History/Social Studies, Science, and Technical Subjects; and the Idaho Core Standards for Mathematics. The correlation identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts; History/Social Studies, Science, and Technical Subjects; and Mathematics Idaho Core Standards.

ALIGNMENTS

In addition to correlation with the Idaho Core Standards for Mathematics, many performance indicators support the Idaho Core Standards Mathematical Practices. The following table illustrates the alignment of the Employability Skills of Career Readiness Standards Performance Indicators and the Idaho Core Standards Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

CORRELATION OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS AND IDAHO SCIENCE STANDARDS

Performance Indicators	Idaho Core Standards and Idaho Science Standards	
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
1.1.3	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.5	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.1.6	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
	SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Performance Indicators	Idaho Core Standards and Idaho Science Standards	
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	English Language Arts: Writing Standards	
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.2.3	**<u>English Language Arts: Writing Standards</u>**	
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	**<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u>**	
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.8	**<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u>**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.10	**<u>English Language</u>**	**<u>Arts: Speaking and Listening Standards</u>**
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** ST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved. RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ALIGNMENT OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS MATHEMATICAL PRACTICES

Idaho Core Standards Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8. 1,2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.15, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

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CONTENT STANDARD 1.0: AGRICULTURE FUNDAMENTALS

Performance Standard 1.1: Plant Science

1.1.1. Identify plant vegetative and reproductive structures.
1.1.2. Understand basic principles, processes and functions of plant growth and reproduction, including photosynthesis, respiration, transpiration, vegetative growth and reproductive growth, fertilization and fruit formation.
1.1.3. Understand how the environment influences plant growth and crop yields, and ways to modify the environment to improve plant quality and yield.
1.1.4. Understand and appreciate the importance of agronomic crop plants to global society.
1.1.5. Obtain, evaluate, and apply scholarly information to solve problems related to plant growth, crop production, and natural resource management.
1.1.6. Appreciate the breadth and depth of professional opportunities in plant science.

Performance Standard 1.2: Animal Science

1.2.1. Identify types and breeds of various livestock species.
1.2.2. Describe anatomy and physiology of livestock specifically relating to reproduction, digestion and absorption of nutrients, and endocrine function.
1.2.3. Explain grading and judging of livestock and develop a basic system for selecting superior animals.
1.2.4. Maintain animal health and sanitation, animal welfare, housing, disease prevention, and care.
1.2.5. Explain breeding and genetics of livestock.
1.2.6. Describe feeds and feeding of livestock and identify essential nutrients and the feed sources that provide them.
1.2.7. Understand the food and fiber contributions of animals, including milk, meat, eggs, wool.
1.2.8. Understand and participate in processing animal foods.
1.2.9. Describe handling and shipment of livestock.
1.2.10. Identify livestock markets and distribution.

CONTENT STANDARD 2.0: EXPLORE AGRICULTURE ECONOMIC PRINCIPLES

Performance Standard 2.1: Basic Economic Factors that Affect Agriculture Business Management Decisions

2.1.1 Apply the law of supply and demand and evaluate its effect on price determination.
2.1.2 Distinguish main characteristics of competition.
2.1.3 Compare and contrast the economies of scale.
2.1.4 Analyze factors that influence price cycles.

Performance Standard 2.2: Basic Economic Principles as They Relate to Agriculture Businesses and Agriculture

2.2.1. Compare and contrast economic systems.
2.2.2. Compare and contrast complementary, competitive and substitute products.
2.2.3. Differentiate between diversification and specialization.

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Performance Standard 2.3: Economic Decision-Making Tools to Increase Profitability

2.3.1. Distinguish between fixed and variable cost.
2.3.2. Summarize break-even costs.
2.3.3. Distinguish between marginal cost and marginal revenue.
2.3.4. Describe the four factors of production affecting agricultural production and agribusiness management decisions (land, labor, capital, and management).
2.3.5. Determine the profit maximizing level of production.
2.3.6 Describe the law of diminishing returns and how it relates to costs, production, and return on investments.

CONTENT STANDARD 3.0: EXPLORE BUSINESS PLANNING AND ENTREPRENEURSHIP

Performance Standard 3.1: Explore Entrepreneurship Opportunities

3.1.1. Evaluate the characteristics of a successful entrepreneur.
3.1.2. Identify the costs and benefits of entrepreneurship.
3.1.3. Research venture start-up requirements and risks.
3.1.4. Describe the characteristics of a good manager.
3.1.5. Compare and contrast the different types of ownership structures, including sole proprietorship, partnership, limited liability company, and corporation.
3.1.6. Analyze the characteristics of cooperatives.

Performance Standard 3.2: Design a Business Plan

3.2.1. Compile resources useful to entrepreneurs during concept development.
3.2.2 Develop a plan including time investment, financial investment and capital investment needs.
3.2.3. Evaluate financial feasibility of a business plan.
3.2.4. Discuss the return on investment (ROI).

CONTENT STANDARD 4.0: EXPLORE AGRICULTURE BUSINESS FINANCIAL CONCEPTS AND RECORD KEEPING SYSTEMS

Performance Standard 4.1: Accounting Fundamentals for Fiscal Management

4.1.1. Compare cash and accrual basis accounting systems.
4.1.2 Determine current versus non-current and intermediate liabilities and assets.
4.1.3 Determine the proper depreciation for inventory items.
4.1.4. Determine fixed and variable costs for an agricultural enterprise.
4.1.5. Identify and apply financial ratios, including solvency, liquidity, and profitability.

Performance Standard 4.2: Analyze Financial Statements

4.2.1. Differentiate between balance sheets, income statements, and cash flow statements.
4.2.2. Create a balance sheet for an agriculture enterprise.
4.2.3. Create an income statement for an agriculture enterprise.
4.2.4. Create a cash flow statement for an agriculture enterprise.
4.2.5. Generate a cost-benefit analysis for an agriculture enterprise.

Performance Standard 4.3: Agricultural Budgets

4.3.1. Explain the basic principles of budgeting.
4.3.2. Contrast the uses of enterprise, partial, and whole farm budgets.
4.3.3. Evaluate business performance in relation to budget projection.
4.3.4. Create and analyze a partial budget.

Performance Standard 4.4: Tax Management Strategies

4.4.1. Describe the purpose and importance of tax planning.
4.4.2. Discuss how different business ownership types are taxed.
4.4.3. Discuss how different business ownership types are taxed.
4.4.4. Discuss different depreciation methods on tax liability.
4.4.5. Discuss appropriate sales tax on an agriculture enterprise.

CONTENT STANDARD 5.0: CREDIT, LAW, AND RISK MANAGEMENT IN AGRICULTURE BUSINESS

Performance Standard 5.1: Methods of Financial Risk Management

5.1.1. Define risk management in agricultural enterprises.
5.1.2. Explain the time value of money (Present & Future value).
5.1.3. Differentiate between operating and long-term loans.
5.1.4. Discuss factors that affect the cost of credit.
5.1.5. Calculate interest expense for amortized and equal principle loans.
5.1.6. Investigate the use of collateral in securing credit.
5.1.7. Compare and contrast available insurances that help reduce risk (life, property, crop, health, and liability).
5.1.8. Discuss available government programs to reduce financial risk.
5.1.9. Determine how insurance can reduce financial risk.
5.1.10. Compare and contrast leasing and purchasing real property.
5.1.11. Compare and contrast leasing and purchasing equipment.

Performance Standard 5.2: Marketing in Risk Management

5.2.1. Discuss how cash markets can influence risk management decisions.
5.2.2. Research the role of futures in marketing decisions.
5.2.3. Understand how futures market helps manage risk.
5.2.4. Discuss how forward contracting can reduce risk.
5.2.5. Analyze the effects of hedging and speculating of the futures market.

CONTENT STANDARD 6.0: LAWS RELATED TO AGRICULTURE AND LAND OWNERS

Performance Standard 6.1: Agricultural Contract Law

6.1.1. List and define the two types of contracts.
6.1.2. List the four elements necessary for a contract.
6.1.3. Select types of contracts which fall under the statute of fraud.
6.1.4. Identify the situations in which farmers risk nonpayment for their farm commodities.
6.1.5. Define forward contract.
6.1.6. Discuss the risk that farmers face when forward contracting if the buyer declares bankruptcy.

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Performance Standard 6.2: Property Ownership, Transfer And Leasing

6.2.1. Discuss cash farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant.
6.2.2. Discuss crop share farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant.
6.2.3. Define estate planning.
6.2.4. Define real property and personal property.
6.2.5. List the reasons for having a will.
6.2.6. Discuss four components of a will
6.2.7. Define real property.
6.2.8. Define estate.
6.2.9. List and define the two types of real property estates.
6.2.10. List the methods of acquiring real property ownership.
6.2.11. Define deed.
6.2.12. List and define the two major types of deeds.
6.2.13. List the characteristics of a deed.
6.2.14. Describe an abstract of title.
6.2.15. Describe title insurance.
6.2.16. List two methods of describing real property.
6.2.17. List the reasons for appraising land and buildings.
6.2.18. List the factors necessary to determine real property values.
6.2.19. Describe various rights of ownership (Right-of-ways, zoning, mineral, water, conservation easements).

Performance Standard 6.3: Common Agricultural Laws

6.3.1. Match terms related to agricultural law to their correct definitions.
6.3.2. List four sources of law.
6.3.3. Describe in detail a farmer’s liability by negligence.
6.3.4. List and describe the three types of farm visitors, their responsibilities and the landowner’s responsibilities concerning injury liability.
6.3.5. Discuss the Doctrine of Attractive Nuisance.
6.3.6. List and define the three types of employees and outline employer liabilities for the acts of each.
6.3.7. List employer responsibilities to employees.
6.3.8. Discuss fencing laws in Idaho.
6.3.9. Describe open range.
6.3.10. Discuss how to handle stray animals.
6.3.11. Describe how to handle and apply chemicals.
6.3.12. Discuss the concerns of pollution from agricultural business.
6.3.13. Discuss brand laws in Idaho.
6.3.14. Discuss animal diseases in Idaho.

CONTENT STANDARD 7.0: AGRICULTURE MARKETING AND SALES PLANS

Performance Standard 7.1: Investigate the Marketing Process

7.1.1 Investigate value-added concepts of marketing.
7.1.2. Understand the concepts of utility to agricultural commodities.
7.1.3. Discuss current industry trends in agriculture marketing.
7.1.4. Differentiate between marketing and sales.

Performance Standard 7.2: Perform a Market and Sales Analysis

7.2.1 Research the competition's strength, weakness, opportunities and threats (SWOT) analysis.
7.2.2. Determine a product/client's status in current market.
7.2.3. Describe what motivates a customer to buy.
7.2.4. Discuss the value of accurate product information.
7.2.5. Identify sources of product information.

Performance Standard 7.3: Develop a Business Proposition

7.3.1. Develop a mission statement for an agricultural enterprise or product.
7.3.2. Determine planning assumptions based on market analysis.
7.3.3. Differentiate between short and long term goals.
7.3.4. Create SMART (specific, measurable, attainable, realistic, timely) goals for an agricultural enterprise or product.
7.3.5. Research potential target markets for an agricultural enterprise or product.
7.3.6. Develop a mission statement for an agricultural enterprise or product.

Performance Standard 7.4: Investigate Marketing Strategies and Action Plans

7.4.1. Define positioning in regards to marketing a product to a potential client.
7.4.2. Describe the importance of the four "P"s (product, price, place, promotion) in marketing.
7.4.3. Create a positioning statement for an agriculture product/client.
7.4.4. Differentiate between seasonal pricing, direct pricing, introductory pricing, and bulk pricing.
7.4.5. Compare and contrast different distribution channels.
7.4.6. List effective promotional tools for a product/client.
7.4.7. Calculate the financial return of a marketing plan.

Performance Standard 7.5: Create Marketing Plan Evaluations

7.5.1. Determine the importance of evaluating a marketing plan.

CONTENT STANDARD 8.0: AGRICULTURAL SALES

Performance Standard 8.1: Traits of Quality Salespeople

8.1.1. Describe customer oriented selling.
8.1.2. Identify personality traits of a good salesperson.
8.1.3. Differentiate between employer and customer expectations of salespeople.

Performance Standard 8.2: Customer Relations in Agricultural Sales

8.2.1 Discuss the importance of customer relations.
8.2.2. Demonstrate good customer relations.
8.2.3. Compare follow up strategies that ensure customer satisfaction after a sale.
8.2.4. Demonstrate appropriate methods for handling customer complaints.

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CONTENT STANDARD 9.0: CAREER OPPORTUNITIES IN THE AGRICULTURAL BUSINESS FIELD

Performance Standard 9.1: Employment Fields in Agricultural Business

9.1.1. List and describe the types of employment opportunities in agriculture business systems.
9.1.2. List and describe the types of employment opportunities in agriculture marketing and sales.
9.1.3. Explore education and training for agriculture careers in sales, marketing, and business management.
9.1.4. Create an employment resume.

CONTENT STANDARD 10.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 10.1: Effective Leadership and Leadership Training Participation

10.1.1. Expand leadership experience by participating in a chapter activity.
10.1.2. Participate in a career development event at a local or higher level.
10.1.3. Exhibit leadership skills by demonstrating proper parliamentary procedure.
10.1.4. Participate in a speech or presentation activity.

Performance Standard 10.2: School and Community Awareness

10.2.1. Participate in a school improvement or community development project.

CONTENT STANDARD 11.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

Performance Standard 11.1: Maintain a Supervised Agricultural Experience

11.1.1. Accurately maintain SAE record books.
11.1.2 Investigate the proficiency award areas related to SAE program area.
11.1.3. Research organizations that support your SAE.
11.1.4. Actively pursue necessary steps to receive higher degrees in FFA.

IDAHO ANIMAL SCIENCE PROGRAM STANDARDS 2015

CONTENT STANDARD 1.0: IDAHO ANIMAL AGRICULTURE INDUSTRY

Performance Standard 1.1: Animal Agriculture Industries

1.1.1 Explain animal production in Idaho.
1.1.2 Compare and contrast animal production nationally and internationally.

Performance Standard 1.2: Beef Industry

1.2.1 Compare and contrast animal production nationally and internationally.
1.2.2 Determine the facility and equipment needs in beef production.
1.2.3 Compare and contrast types of beef production systems.
1.2.4 Compare and contrast grazing systems.
1.2.5 Explain land management practices and the importance of working relationships with land management agencies (Forest Service, BLM, etc.)

Performance Standard 1.3: Dairy Industry

1.3.1 Describe elements of dairy production.
1.3.2 Determine the facility and equipment needs in dairy production.
1.3.3 Compare and contrast types of dairy production systems.
1.3.4 Compare and contrast milking systems.

Performance Standard 1.4: Other Food Animal Systems

1.4.1 Describe the elements of sheep and goat production.
1.4.2 Describe the elements of swine production.
1.4.3 Describe the elements of poultry production.
1.4.4 Describe the elements of aquaculture production.

Performance Standard 1.5: Equine Industry

1.5.1 Describe the elements of the equine industry.

Performance Standard 1.6: Career Opportunities

1.6.1 Research career opportunities in livestock production, please and service animals and animal science.

CONTENT STANDARD 2.0: NUTRITIONAL REQUIREMENTS FOR LIVESTOCK

Performance Standard 2.1: Digestive Systems of Domestic Animals

2.1.1 Compare and contrast ruminant and mono-gastric digestive systems.
2.1.2 Describe the characteristics and function of a ruminant system.
2.1.3 Describe the characteristics and function of cecum.
2.1.4 Describe the functions of the stomach and the purpose of enzymes present in the stomach.
2.1.5 Describe the functions of each of the three segments of the small intestine.
2.1.6 Describe the functions of the large intestine.

Performance Standard 2.2: : Livestock Feedstuffs

2.2.1 Explain the functions of feed and how they supply nutrients to livestock.
2.2.2 Identify, compare and contrast the types of feedstuffs (roughages, concentrates, and supplements/additives).

2.2.3 Distinguish between good qualify and poor quality feedstuffs, and examine how processing methods improve digestibility.
2.2.4 Examine storage and feeding practices of feedstuffs.

Performance Standard 2.3: Balanced Livestock Feed Rations

2.3.1 Identify the steps in balancing rations.
2.3.2 Discuss the importance of feed analysis.
2.3.3 Discuss how nutritional information is used in developing rations.
2.3.4 Develop balanced rations using the Pearson Square method.

CONTENT STANDARD 3.0: LIVESTOCK REPRODUCTIVE SYSTEMS

Performance Standard 3.1: Reproductive Systems of Domestic Animals

3.1.1 Identify and describe the functions of the male and female reproductive structures.
3.1.2 Explain the phases of reproductive maturity in the life of an animal.
3.1.3 Identify and interpret the signs of estrus in relation to the reproductive cycle.

Performance Standard 3.2: Natural Animal Reproduction

3.2.1 Discuss the importance and explain the basics of animal reproduction.
3.2.2 Construct a diagram of estrogen and progesterone profiles during the estrous cycle.
3.2.3 Discuss the events that occur leading up to, during, and after parturition and describe the problems that may be encountered during parturition.

Performance Standard 3.3: Animal Reproduction Technology

3.3.1 Describe the process of artificial insemination in common agricultural animals, including the collection, evaluation, and handling of semen.
3.3.2 Discuss the advantages and disadvantages of artificial insemination and natural breeding.
3.3.3 Research the process of estrous synchronization, semen sexing, embryo transfer, cloning, and genetic engineering.

Performance Standard 3.4: Animal Reproduction Management

3.4.1 Identify common reproductive diseases that affect animals and determine appropriate prevention and treatment methods.
3.4.2 Discuss reproduction management practices and determine how they affect reproductive performance.

Performance Standard 3.5: Lactation

3.5.1 Discuss reproduction management practices and determine how they affect reproductive performance.
3.5.2 Describe the components of milk and colostrum and their role in newborn livestock.
3.5.3 Examine how factors such as genetics, disease, feed, environment, and body condition affect milk production.

CONTENT STANDARD 4.0: PRINCIPLES OF EVALUATION FOR ANIMAL SELECTION

Performance Standard 4.1: Genetics

4.1.1 Understand genetics and the impact of Mendel's development of the basic principles of heredity.
4.1.2 Identify and describe heritable traits.

4.1.3 Explain the principles of dominance and incomplete dominance.

Performance Standard 4.2: Heritability of Traits

4.2.1 Analyze heritability estimates as a selection factor in breeding programs.
4.2.2 Explain the relationship between genotype, environment, and phenotype.
4.2.3 Discuss the advantages of crossbreeding and hybrid vigor in livestock production.

Performance Standard 4.3: Types and Conformation of Domestic Animals

4.3.1 Classify body condition scoring system among the different species.
4.3.2 Interpret performance data when evaluating livestock.
4.3.3 Classify animals and their characteristics based on phenotype.
4.3.4 Identify current industry standards for animal selection according to species.
4.3.5 Evaluate livestock using Expected Progeny Differences (EPD).

CONTENT STANDARD 5.0: ANIMAL WELFARE, HANDLING, AND QUALITY ASSURANCE

Performance Standard 5.1: Animal Welfare Philosophies

5.1.1 Compare and contrast animal welfare versus the concept of animal rights.
5.1.2 Research and report the basis for general concerns regarding animal welfare.

Performance Standard 5.2: Animal Behavior

5.2.1 Define, compare, and contract the patterns of animal behavior.
5.2.2 Describe various methods of animal behavior modification.

Performance Standard 5.3: Cultural and Controversial Issues Related to Animal Use and Keep

5.3.1 Compare and contrast current controversial issues in animal usage.
5.3.2 Distinguish between fact and propaganda when analyzing animal usage issues and their impact on the environment.
5.3.3 Compare and contrast cultural differences and their impact on animal use.
5.3.4 Examine legislation regarding current animal usage and welfare.

Performance Standard 5.4: Quality Assurance Standards

5.4.1 Research quality assurance standards for Idaho's livestock industry.
5.4.2 Explain how these standards would apply to the livestock industry.

CONTENT STANDARD 6.0: EVALUATING ANIMAL HEALTH AND ADMINISTERING CARE

Performance Standards 6.1.: Animal Disease Transmission and Immunity

6.1.1 Describe the modes of transmission of infectious diseases.
6.1.2 Examine the primary and secondary defenses the body uses to resist disease.
6.1.3 Identify how passive and active immunity can be enhanced by management.

Performance Standards 6.2: Animal Medications

6.2.1 Examine the use of vaccines in disease control.
6.2.2 Examine the types and forms of pharmaceuticals.
6.2.3 Compare appropriate storage methods for medications and recognize how improper

storage conditions may affect drugs.

Performance Standards 6.3: Medication and Care

6.3.1 Illustrate methods used to administer vaccines and pharmaceuticals.
6.3.2 Identify the instruments used to administer vaccines and pharmaceuticals.
6.3.3 Describe the types of injections, and determine the appropriate injection sites and dosages.
6.3.4 Examine the components of a label found on animal medication and interpret a veterinarian's prescription.

Performance Standards 6.4: Parasites

6.4.1 Identify common internal and external parasites that affect livestock and describe e the diseases that they may spread or cause.
6.4.2 Understand the life cycle of common parasites and how it affects animals.
6.4.3 Recognize the importance of controlling parasites in disease management.

Performance Standards 6.5: Disease Control and Management

6.5.1 Explain how cleanliness affects disease control, and compare antiseptics and disinfectants.
6.5.2 Evaluate vaccination and prevention methods, and describe the types of vaccines available.

Performance Standards 6.6: Animal Health

6.6.1 Interpret animal behavior as related to health.
6.6.2 Discuss beneficial record-keeping programs.
6.6.3 Describe ways of identifying and tracking individual animals.

CONTENT STANDARD 7.0: EXPLORE HARVESTING AND PROCESSING OF ANIMAL PRODUCTS

Performance Standard 7.1: Meat Animal Harvesting and Processing

7.1.1 Outline the major steps involved in the harvesting of animals.
7.1.2 Identify the wholesale and retail cuts of beef, pork, and lamb.
7.1.3 Identify the edible and inedible by-products of meat animals.
7.1.4 Identify meat processing methods.

Performance Standard 7.2: Meat Product Quality

7.2.1 Identify the wholesale and retail cuts of beef, pork and lamb.
7.2.2 Compare and contrast grading systems of beef, pork and lamb.
7.2.3 Calculate and explain dressing percentages.

Performance Standard 7.3: Dairy Product Processing

7.3.1 Identify dairy quality control standards and requirements.
7.3.2 Identify dairy processing methods.
7.3.3 List and explain the utility of economically important dairy products.

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CONTENT STANDARD 8.0: EXAMINE AGRICULTURAL BUSINESS AND RISK MANAGEMENT

Performance Standard 8.1: Marketing Process

8.1.1 Investigate value-added concepts of marketing.
8.1.2 Understand the concepts of utility to agricultural commodities.
8.1.3 Discuss current industry trends in agriculture marketing.

Performance Standard 8.2: Market and Sales Analysis

8.2.1 Research strength, weakness, opportunities and threats (SWOT) analysis.
8.2.2 Determine a product/client's status in current market.
8.2.3 Discuss the value of accurate product information.
8.2.4 Determine planning assumptions based on market analysis.
8.2.5 Research potential target markets for an agricultural enterprise or product.

Performance Standard 8.3: Marketing Plan Evaluations

8.3.1 Determine the importance of evaluation a marketing plan.
8.3.2 Calculate the financial return of a marketing plan.

Performance Standard 8.4: Financial Risk Management

8.4.1 Define risk management in agricultural enterprises.
8.4.2 Differentiate between operating and capital loans.
8.4.3 Understand the factors that affect the cost of credit and amortize a loan.
8.4.4 Discuss available government programs to reduce financial risk.
8.4.5 Determine how insurance can reduce financial risk.
8.4.6 Compare and contrast leasing and purchasing equipment and real property.

Performance Standard 8.5: Marketing in Risk Management

8.5.1 Discuss how cash markets can influence risk management decisions.
8.5.2 Research the role of futures in marketing decisions.
8.5.3 Compare and contrast hedging as a price risk management strategy.
8.5.4 Examine the role and impact of speculation in price risk management.

CONTENT STANDARD 9.0: CAREER OPPORTUNITIES IN ANIMAL SCIENCE

Performance Standard 9.1: Careers in Animal Science

9.1.1 Research potential careers in animal science.
9.1.2 Demonstrate employability skills for a career in the animal science industry.
9.1.3 Research additional industry certifications available.

CONTENT STANDARD 10.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 10.1: Effective Leadership and Participation in Leadership Training

10.1.1 Expand leadership experience by participating in a chapter activity
10.1.2 Participate in a career development event at the local level or above
10.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure

10.1.4. Participate in a speech or presentation activity

Performance Standard 10.2: School and Community Awareness

10.2.1 Participate in a school improvement or community development project.

CONTENT STANDARD 11.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE

Performance Standard 11.1: Maintain a Supervised Agricultural Experience

11.1.1 Accurately maintain SAE record books.

11.1.2 Investigate the proficiency award areas related to SAE program area.

11.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

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CONTENT STANDARD 1.0: SAFETY IN THE ORNAMENTAL HORTICULTURE INDUSTRY

Performance Standard 1.1: Safe Work Practices

1.1.1 Identify and properly use personal protection equipment.
1.1.2 Read, understand and follow label directions and SDS (safety data sheet).
1.1.3 Properly identify common hand tools and power equipment.
1.1.4 Safely use common hand tools and power equipment.
1.1.5 Complete (EPA) worker protection handler verification card training.

CONTENT STANDARD 2.0: PLANT ANATOMY

Performance Standard 2.1: Plant Cells

2.1.1 Label the parts of a plant cell.
2.1.2 Differentiate between a plant and animal cell.
2.1.3 Explain the function of plant cell organelles.

Performance Standard 2.2: Root Anatomy

2.2.1 Investigate the functions of roots in plants.
2.2.2 Identify the parts of a root.
2.2.3 Differentiate the two major types of root systems.
2.2.4 Investigate specialized structures in roots.
2.2.5 Investigate the functions of roots in plants.

Performance Standard 2.3: Stem Anatomy

2.3.1 List the functions of a stem.
2.3.2 Recognize the external structures of a stem.
2.3.3 Analyze the internal structures of a stem cell.
2.3.4 Investigate specialized structures in stems.

Performance Standard 2.4.: Leaf Anatomy

2.4.1 Name the main parts of a leaf.
2.4.2 Compare common vein patterns found in leaves.
2.4.3 List three functions of a leaf, including photosynthetic energy conversion.
2.4.4 Differentiate major leaf arrangements.
2.4.5 Investigate specialized cell structures in a leaf.

Performance Standard 2.5: Flower Anatomy

2.5.1 Label and describe the parts of a flower.
2.5.2 Summarize the purpose of a flower.
2.5.3 Distinguish between different types of flowers.
2.5.4 Describe the difference between monocot and dicot flowers.
2.5.5 Diagram the process of plant pollination and fertilization.

Performance Standard 2.6: Fruit Anatomy

2.6.1 Label and describe the parts of a fruit.
2.6.2 Identify and distinguish between basic types of fruits.

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Performance Standard 2.7: Seed Anatomy

2.7.1 Identify and list the major parts of a seed.
2.7.2 List the function of each major part of a seed.

CONTENT STANDARD 3.0: PLANT PHYSIOLOGY

Performance Standard 3.1: Energy Conversion In Plants

3.1.1 Interpret the process of photosynthesis.
3.1.2 Interpret the process of respiration.
3.1.3 Compare the process of respiration to photosynthesis.

Performance Standard 3.2: Transport Within a Plant System

3.2.1 Compare the active and passive transport of minerals into and through the root systems to plant nutrition.
3.2.2 Compare the structure and function of xylem and phloem cells and tissues.
3.2.3 Describe the process of translocation.

Performance Standard 3.3: Environmental Requirements for Plant Growth

3.3.1 Examine the effects of light quality on plant growth (i.e., spectrum, light measurement).
3.3.2 Examine the effects of water quality on plant growth (i.e., pH, hardness).
3.3.3 Examine the effects of temperature on plant growth.

Performance Standard 3.4: Plant Growth Regulators

3.4.1 Compare the functions of plant hormones.
3.4.2 Examine commercial uses for plant growth regulators.

Performance Standard 3.5: Plant Tropisms

3.5.1 Investigate plant tropisms (e.g., photo, thigma or gravi-).

CONTENT STANDARD 4.0: PLANT IDENTIFICATION SKILLS

Performance Standard 4.1: Categorize Plants

4.1.1 Discuss the classification and naming of plants.
4.1.2 Distinguish the major groups of plants.
4.1.3 Correctly categorize common plants by life cycle (i.e., annuals, perennials, etc.).
4.1.4 Correctly categorize plants by growth habits (i.e., mounding, trailing, etc.).
4.1.5 Utilize resources to establish plant suitability for a selected site (i.e., Hardiness Zone Maps, Heat Zone Maps).
4.1.6 Identify common plants by botanical and common names.

CONTENT STANDARD 5.0: GROWING MEDIA

Performance Standard 5.1: Soil Texture and Structure

5.1.1 List the components of soil.
5.1.2 Describe the concept of soil texture and its importance.
5.1.3 Classify the texture of a soil sample.
5.1.4 Identify various soil structures, their formation, and importance in agriculture production.

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Performance Standard 5.2: Soilless Growing Media

5.2.1	Identify the components and source of soilless growing media.
5.2.2	Describe the functions of growing media.
5.2.3	Determine desirable properties of growing media (i.e., drainage, organic matter, micro-organisms).
5.2.4	Evaluate the advantages and disadvantages of soilless media.

Performance Standard 5.3: Chemical Characteristics of Growing Media

5.3.1	Test and determine pH level of various growing media.
5.3.2	Interpret pH test results of a growing media sample.
5.3.3	Test and determine the electrical conductivity (EC) of various growing media.
5.3.4	Interpret EC test results of a growing media sample.
5.3.5	Interpret soil test results and make recommendation accordingly.
5.3.6	Analyze the relationship between soil media and nutrient availability.

Performance Standard 5.4: Water-Holding Capacity (WHC)

5.4.1	Describe water-holding capacity of soils and its relationship to the water cycle.
5.4.2	Explain what determines a soil's water-holding capacity.

CONTENT STANDARD 6.0: PLANT NUTRITION

Performance Standards 6.1: Fertilizer Formulation

6.1.1	Differentiate between macronutrients and micronutrients.
6.1.2	Measure pH and describe how it is modified.
6.1.3	Identify the components of a fertilizer and their role in the biochemical cycle.
6.1.4	Interpret a fertilizer label.
6.1.5	Categorize methods of application (i.e., granular, time released, injector, foliar).
6.1.6	Evaluate application methods to ornamental crops.
6.1.7	Develop a fertilizer management plan for an ornamental crop.

Performance Standards 6.2: Plant Nutrients

6.2.1	Correlate plant symptoms to the appropriate nutritional deficiency.
6.2.2	Correlate plant symptoms to the appropriate plant toxicity.

CONTENT STANDARD 7.0: INTEGRATED PEST MANAGEMENT (IPM)

Performance Standard 7.1: Integrated Pest Management

7.1.1	Define Integrated Pest Management (IPM).
7.1.2	Summarize the benefits of IPM.

Performance Standard 7.2: Common Pests and Diseases

7.2.1	Identify types of plant pests and diseases.
7.2.2	Identify weed, insect, rodent, and fungi pests.
7.2.3	Differentiate between infectious and noninfectious diseases.
7.2.4	Identify abiotic plant injuries.

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Performance Standard 7.3: Safe Handling, Use, and Storage of Pesticides

7.3.1 Identify and utilize appropriate safety measures when applying pesticides.
7.3.2 Interpret pesticide labels.
7.3.3 Explain procedures for storing and disposing of pesticides.
7.3.4 Evaluate environmental and consumer concerns regarding pest management and biodiversity.
7.3.5 Demonstrate how to mix pesticides according to label directions.
7.3.6 Calibrate common application equipment and calculate application rate.
7.3.7 Explore requirements for obtaining pesticide applicator licenses.

CONTENT STANDARD 8.0: PLANT PROPAGATION

Performance Standard 8.1: Sexual Propagation of Ornamental Plants

8.1.1 Compare the difference between sexual and asexual propagation.
8.1.2 Diagram the process of seed germination.
8.1.3 Identify the conditions needed for seed germination.
8.1.4 Compare the methods of seed preparation.
8.1.5 Demonstrate techniques for sowing seeds.
8.1.6 Determine germination percent.

Performance Standard 8.2: Asexual Propagation of Ornamental Plants

8.2.1 Summarize optimum conditions for asexual propagation.
8.2.2 Demonstrate techniques used to propagate plants by cutting.
8.2.3 Demonstrate techniques used to propagate plants by division.
8.2.4 Demonstrate techniques used to propagate plants by separation.
8.2.5 Demonstrate techniques used to propagate plants by layering.

CONTENT STANDARD 9.0: ORNAMENTAL HORTICULTURE CROPS

Performance Standard 9.1: Crop Production

9.1.1 Plan a growing schedule to maximize the production of a growing facility.
9.1.2 Utilize best management practices when spacing crops.
9.1.3 Select appropriate containers and medium for a crop.

Performance Standard 9.2: Growth Maintenance Procedures

9.2.1 Compare and contrast hard and soft pinches.
9.2.2 Pinch plants using best management practices.
9.2.3 Examine proper pruning techniques.
9.2.4 Demonstrate proper watering techniques.
9.2.5 Develop a plant lighting schedule for a crop.
9.2.6 Develop a fertilizer schedule for a crop.

Performance Standard 9.3: Transplanting

9.3.1 Identify the proper stage of plant growth for transplanting.
9.3.2 Select appropriate plants for transplanting.
9.3.3 Demonstrate transplanting procedures to industry standards.

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Performance Standard 9.4: Production Standards

9.4.1 Compare hardening processes
9.4.2 Prepare plants for sale using best management practices.
9.4.3 Examine current industry crop standards (i.e. ANSI, ASNS, NALP).

CONTENT STANDARD 10.0: BUSINESS CONCEPTS

Performance Standard 10.1: Basics of Marketing

10.1.1 Compare and contrast advertising methods.
10.1.2 Define the purpose for developing a marketing plan.
10.1.3 Create a business display to a target market.

Performance Standard 10.2: Principles of Sales

10.2.1 Compare and contrast the relationship between marketing and selling.
10.2.2 Calculate markup.
10.2.3 Complete a sales ticket.
10.2.4 Complete a pre-sale and post-sale plant inventory.
10.2.5 Determine cost of sales.
10.2.6 Complete estimates and bids (cost analysis).
10.2.7 Identify the characteristics of an effective salesperson, and define related terms.
10.2.8 Analyze the customer buying process.
10.2.9 Identify the steps involved in the selling process.
10.2.10 Identify the benefits of different types of sales, including website and e-commerce.
10.2.11 Assess the basic components and content of a business website.

CONTENT STANDARD 11.0: PLANT TECHNOLOGIES

Performance Standard 11.1: Selective Plant Breeding

11.1.1 Describe the selective plant breeding process.
11.1.2 Explain how to estimate the heritability of certain traits.
11.1.3 Predict the genotypes and phenotypes from monohybrid and dihybrid crosses using a Punnett Square.
11.1.4 Describe sex determination, linkage, crossover, and mutation.
11.1.5 Describe how biotechnology tools are used to monitor and direct plant breeding.

Performance Standard 11.2: Genetic Engineering of Plants

11.2.1 Explain the advantages and disadvantages for genetic manipulation of plants.
11.2.2 Identify transgenic plants on the market.

Performance Standard 11.3: Micropropagation Techniques

11.3.1 Define micropropagation and its importance.
11.3.2 Explain applications of micropropagation.
11.3.3 Identify tools and materials for micropropagation procedures.
11.3.4 Describe procedures used in micropropagation.

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Performance Standard 11.4: Hydroponic Techniques

11.4.1 Define hydroponics and its importance to society.

11.4.2 Explain applications of hydroponics.

11.4.3 Describe procedures used in hydroponic plant production.

CONTENT STANDARD 12.0: ORNAMENTAL DESIGN STANDARDS

Performance Standards 12.1: Principles and Elements of Design

12.1.1 Compare and contrast balance using symmetry, asymmetry, and massing.

12.1.2 Explain how the principles of dominance and focal point are used in design.

12.1.3 Determine appropriate proportion and scale in a design.

12.1.4 Illustrate how to establish rhythm in a design.

12.1.5 Discuss relationship of color to emotions/symbolism.

12.1.6 Use color, texture, and form to create a desired atmosphere.

Performance Standard 12.2: Implementation of Principles and Elements of Design

12.2.1 Create a project using principles and elements of design.

12.2.2 Justify design choices of finished project.

CONTENT STANDARD 13.0: CAREER OPPORTUNITIES IN ORNAMENTAL HORTICULTURE

Performance Standard 13.1: Careers in Ornamental Horticulture

13.1.1 Research potential careers in ornamental horticulture and plant science.

13.1.2 Demonstrate employability skills for a career in the ornamental horticulture industry.

13.1.3 Research additional industry certifications available.

CONTENT STANDARD 14.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 14.1: Effective Leadership and Leadership Training

14.1.1 Expand leadership experience by participating in a chapter activity.

14.1.2 Participate in a career development event at the local level or above.

14.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure.

14.1.4 Participate in a speech or presentation activity.

Performance Standard 14.2: School and Community Awareness

14.2.1 Participate in a school improvement or community development project.

CONTENT STANDARD 15.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND AGRICULTURAL CAREER PREPARATION

Performance Standard 15.1: Maintain a Supervised Agricultural Experience

15.1.1 Accurately maintain SAE record books.

15.1.2 Investigate the proficiency award areas related to SAE program area.

15.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

IDAHO APPLIED ACCOUNTING PROGRAM STANDARDS

2015

CONTENT STANDARD 1.0: INTRODUCTION TO ACCOUNTING

Performance Standard 1.1: Accounting Careers

1.1.1 Identify student and professional accounting organizations and associations.
1.1.2 Identify professional designations and certifications in the accounting profession.
1.1.3 Describe the educational requirements for various careers, professional designations and certifications in the accounting profession.
1.1.4 Describe the skills and competencies needed to be successful in the accounting profession.
1.1.5 Describe the areas of specialization within the accounting profession and careers that require a knowledge of accounting.

Performance Standard 1.2: Accounting Ethics

1.2.1 Discuss business ethics for accounting.
1.2.2 Explain various types of workplace fraud.
1.2.3 Describe how current events impact the accounting professions.
1.2.4 Discuss the use of Generally Accepted Accounting Principles (GAAP).
1.2.5 Explain the need for a code of ethics and accurate reporting in accounting.
1.2.6 Demonstrate ethical decision-making skills and conduct in a business scenario.

Performance Standard 1.3: Career Development Skills

1.3.1 Apply analytical and critical decision-making skills.
1.3.2 Demonstrate the ability to work within a team concept.
1.3.3 Communicate with liaisons outside the company.
1.3.4 Prepare and deliver oral presentations.

Performance Standard 1.4: Business Ownership

1.4.1 Explain types of business ownership.
1.4.2 Understand advantages and disadvantages of various types of business entity structures.

CONTENT STANDARD 2.0: ACCOUNTING CONCEPTS, PROCEDURES, AND STRATEGIES

Performance Standard 2.1: Accounting Functions

2.1.1 Discuss the nature of the accounting cycle.
2.1.2 Demonstrate the effects of transactions on the accounting equation.
2.1.3 Prepare a chart of accounts.
2.1.4 Use T accounts.
2.1.5 Explain a variety of source documents.
2.1.6 Record transactions in a general journal.
2.1.7 Post journal entries to general ledger accounts.
2.1.8 Prepare a trial balance.
2.1.9 Calculate, journalize, and post adjusting entries.
2.1.10 Calculate, journalize, and post closing entries.

2.1.11 Prepare a post-closing trial balance.
2.1.12 Prepare work sheets.
2.1.13 Discuss the purpose of annual reports.
2.1.14 Classify items as assets, liabilities, and owner's equity.
2.1.15 Examine documents for fundamental error detection.
2.1.16 Prepare a bank reconciliation.

Performance Standard 2.2: Business Software Application Packages

2.2.1 Identify integrated business software application packages.
2.2.2 Demonstrate the ability to use common spreadsheet tools.

Performance Standard 2.3: Financial Statements

2.3.1 Prepare balance sheets.
2.3.2 Prepare a statement of equity and retained earnings.
2.3.3 Prepare income statements.
2.3.4 Calculate cost of goods sold.
2.3.5 Calculate gross and net profit/loss.
2.3.6 Analyze a company's financial situation using its financial statements.
2.3.7 Explain how accounting information is used to allocate resources in the business and personal decision-making process.

Performance Standard 2.4: Accounts Payable and Accounts Receivable Functions

2.4.1 Explain the nature of accounts payable and accounts receivable.
2.4.2 Prepare and post to an accounts payable and accounts receivable subsidiary ledger.
2.4.3 Analyze purchase and sales transactions.
2.4.4 Prepare an accounts payable and accounts receivable schedule.
2.4.5 Determine uncollectable accounts receivable and establish reserve for bad debt.
2.4.6 Utilize accounting methods to track, record, and analyze business costs.

Performance Standard 2.5: Asset Protection and Internal Controls

2.5.1 Explain cash control procedures, e.g., internal and external controls and cash clearing.
2.5.2 Prove cash.
2.5.3 Journalize and post entries to establish and replenish petty cash.
2.5.4 Journalize and post entries related to banking activities.
2.5.5 Prepare and endorse checks.
2.5.6 Prepare a deposit slip and compute the checkbook balance.

Performance Standard 2.6: Inventory Records to Track Current Assets

2.6.1 Record inventory usage.
2.6.2 Process inventory invoice.
2.6.3 Process inventory adjustments.
2.6.4 Determine the value and cost of inventory, e.g. Last In First Out (LIFO) method, First In First Out (FIFO) method, and weighted average.

Performance Standard 2.7: Long-Term Assets

2.7.1 Record the purchase of different types of assets.
2.7.2 Determine the book value of a long term asset.
2.7.3 Prepare depreciation schedules using various methods.
2.7.4 Record the disposition of assets.

Performance Standard 2.8: Payroll Procedures

2.8.1 Maintain employee earnings records.
2.8.2 Calculate employee earnings, e.g., gross earnings, net pay.
2.8.3 Calculate employee-paid withholdings, e.g., federal, state, personal deductions.
2.8.4 Prepare a payroll register.
2.8.5 Record the payroll in the general journal.
2.8.6 Describe compliance of payroll regulations.

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IDAHO ADMINISTRATIVE SERVICE STANDARDS | 2014

CONTENT STANDARD 1.0: USE STANDARD OFFICE SOFTWARE APPLICATIONS

Performance Standard 1.1: Demonstrate Proficiency in Word Processing

1.1.1 Use a template to create a business document.
1.1.2 Create tables, charts, and graphs to depict information.
1.1.3 Demonstrate appropriate formatting and design to create business documents (i.e., letters, emails, memos, reports, and proposals).
1.1.4 Demonstrate competency in keyboarding and 10-key.
1.1.5 Draft, edit, and revise written work.
1.1.6 Create various desktop publications (e.g., newsletters, certificates, brochures, and flyers).
1.1.7 Use data to create mail merging with other software applications.

Performance Standard 1.2: Demonstrate Proficiency in Spreadsheet Applications

1.2.1 Generate formulas and use functions to solve a problem.
1.2.2 Use formatting and editing to create a spreadsheet.
1.2.3 Create tables, charts, and graphs to depict information.
1.2.4 Demonstrate sorting and filtering data.
1.2.5 Export data to other software applications.
1.2.6 Import data to create spreadsheets.
1.2.7 Implement security measures for spreadsheet protection.

Performance Standard 1.3: Demonstrate Proficiency in Database Applications

1.3.1 Use data to create tables.
1.3.2 Create forms to collect and enter data.
1.3.3 Formulate reports utilizing data queries to convey meaningful information.
1.3.4 Use filters to answer inquiries and create final reports.
1.3.5 Edit and revise collected data.

Performance Standard 1.4: Demonstrate Proficiency in Presentation Software

1.4.1 Use a template to create a presentation.
1.4.2 Demonstrate appropriate formatting and design of business presentations.
1.4.3 Edit and revise presentation content consistent with professional standards.
1.4.4 Customize presentations (e.g., animations, transitions, hidden slides, sound files).
1.4.5 Capture and insert graphics, audio, and video appropriate to the presentation.
1.4.6 Manage presentations (e.g., use rehearsed timings, screen navigation tools, pen, highlighter).

Performance Standard 1.5: Demonstrate Proficiency in Technology Media

1.5.1 Evaluate Internet research sites for credibility and reliability.
1.5.2 Manage an electronic file storage system.
1.5.3 Recognize the potential risks associated with information management.
1.5.4 Identify and apply information security practices (e.g., password security, login, logout).
1.5.5 Practice safe, legal, and responsible use of technology in the workplace.
1.5.6 Demonstrate effective and appropriate use of social media.

CONTENT STANDARD 2.0: UNDERSTAND ACCOUNTING FUNCTIONS

Performance Standard 2.1: Perform Accounting Procedures

2.1.1 Balance cash and receipts.
2.1.2 Balance bank statements with checkbook.
2.1.3 Maintain accounting records (e.g., AP, AR, payroll, cost, tax).

2.1.4 Process invoices for payment.
2.1.5 Prepare bank deposits.
2.1.6 Prepare purchase requisitions.
2.1.7 Complete travel vouchers.
2.1.8 Document and process receipt of payment.
2.1.9 Explain the nature of accounts payable and accounts receivable.
2.1.10 Manage budget allocation.

CONTENT STANDARD 3.0: UNDERSTAND LEGAL AND ETHICAL ISSUES THAT IMPACT BUSINESS

Performance Standard 3.1: Understand Legal Issues in Business

3.1.1 Describe various fraudulent business activities.
3.1.2 Explain legal issues associated with information management.
3.1.3 Describe methods used to protect copyrights, intellectual property, and corporate property.
3.1.4 Research local, state, and federal regulations impacting business operations.
3.1.5 Discuss the importance of maintaining records for software licenses.
3.1.6 Describe employee rights in the workplace.

Performance Standard 3.2: Understand Ethics in Business

3.2.1 Explain ethical characteristics and traits.
3.2.2 Discuss business ethics in the office environment.
3.2.3 Describe the importance of workplace confidentiality.
3.2.4 Discuss and examine ethical usage of media content.

CONTENT STANDARD 4.0: UNDERSTAND THE IMPORTANCE OF POSTIVE CUSTOMER RELATIONS

Performance Standard 4.1: Foster Positive Relationships with Customers

4.1.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients.
4.1.2 Identify and address needs of customers/clients.
4.1.3 Provide helpful, courteous, and knowledgeable service.
4.1.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, email, Web, social media, technology).
4.1.5 Identify techniques to seek and use customer/client feedback to improve company services.
4.1.6 Recognize the relationship between customer/client satisfaction and company success.

Performance Standard 4.2: Resolve Conflicts with/for Customers

4.2.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships.
4.2.2 Implement conflict resolution strategies and problem-solving skills.
4.2.3 Explain the role of documentation as a component in conflict resolution.

CONTENT STANDARD 5.0: UNDERSTAND BUSINESS COMMUNICATION

Performance Standard 5.1: Demonstrate Written and Oral Communication

5.1.1 Prepare correspondence (e.g., memo, business letter, electronic mail).
5.1.2 Proofread for all content, format, and keying errors.
5.1.3 Transcribe notes from written, verbal, and/or recorded formats.
5.1.4 Prepare agendas and compile materials for meetings.
5.1.5 Communicate with liaisons outside the company.

5.1.6 Prepare and deliver oral presentations.

CONTENT STANDARD 6.0: UNDERSTAND BUSINESS AND OFFICE OPERATIONS

Performance Standard 6.1: Manage Office Functions for a Business

6.1.1 Demonstrate management of office projects and meeting deadlines.
6.1.2 Explain purchasing, shipping, and receiving procedures.
6.1.3 Make travel arrangements for business purposes.
6.1.4 Plan and organize a meeting.
6.1.5 Describe the function of facilities management.
6.1.6 Plan organization/department activities.
6.1.7 Create and maintain electronic office calendars, tasks, appointments, resources.

Performance Standard 6.2: Understand Mail/Shipping Processes

6.2.1 Process incoming and outgoing mail.
6.2.2 Identify special mail services through USPS (e.g., certified, registered, return receipt).
6.2.3 Identify mail/shipping couriers (e.g., FEDEX, UPS, DHL).

Performance Standard 6.3: Understand Telephone Techniques and Etiquette

6.3.1 Identify techniques for answering, screening, and placing calls.
6.3.2 Identify techniques for placing callers on hold, transferring calls, and taking/leaving messages.
6.3.3 Locate telephone numbers and contact information.

Performance Standard 6.4: Understand File/Records Management

6.4.1. Identify types of filing supplies, procedures, and systems.
6.4.2. File office information manually and electronically.
6.4.3. Retrieve information from files.
6.4.4. List the phases of a record life cycle.

Performance Standard 6.5: Understand How Businesses are Organized

6.5.1. Describe the differences between the various types of business ownership.
6.5.2. Describe the hierarchy of a business organization and the roles of key officers in an organization.
6.5.3. Compare and contrast various types of management styles.

Performance Standard 6.6: Understand Proper Use of Office Tools and Equipment

6.6.1. Identify when to use facsimile versus scanned documents.
6.6.2. Discuss copy machine usage and maintenance.
6.6.3. Operate 10-Key calculator.
6.6.4. Set up and use audio visual equipment.
6.6.5. Explain the use of multi-line phones and conference calls.
6.6.6. Describe web-based and video conferencing.
6.6.7. Discuss technology device trends as applied to business environments.

Performance Standards 6.7: Investigate Careers in Administrative Services

6.7.1. Research various careers related to administrative services and office management.
6.7.2. Compare personal traits, likes, and dislikes with characteristics typical in administrative services careers.
6.7.3. Explain the role and responsibilities of administrative assistants.

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IDAHO MARKETING PROGRAM STANDARDS | 2015

CONTENT STANDARD 1.0: BUSINESS FUNDAMENTALS

Performance Standard 1.1: Fundamental Business Concepts

1.1.1 Define and describe the marketing concept.
1.1.2 Explain the impact of marketing on the consumer.
1.1.3 Explain the diverse set of activities involved in marketing.
1.1.4 Compare and contrast marketing strategies for products, services, ideas and persons.

CONTENT STANDARD 2: ECONOMIC SYSTEMS, INDICATORS/TRENDS, AND INTERNATIONAL CONCEPTS

Performance Standard 2.1: Fundamental Economic Concepts

2.1.1 Distinguish between economic goods and services.
2.1.2 Explain the concept of economic resources.
2.1.3 Describe the nature and scope of economics and economic activities.
2.1.4 Distinguish between the forms of economic utility.
2.1.5 Explain the principles of supply, demand, and equilibrium.
2.1.6 Compare and contrast the relationship between scarcity, trade and production.
2.1.7 Explain how quantity demand, quantity supply, and elasticity affect price.
2.1.8 Describe economic concepts that relate to and affect marketing decisions.

Performance Standard 2.2: Fundamental Economic Systems

2.2.1 Explain the types of economic systems.
2.2.2 Explain the concept of private enterprise.
2.2.3 Explain the nature of competition.
2.2.4 Explain how and why government plays a role in a market economy.
2.2.5 Compare and contrast the fundamental economic systems with its relationship between government and business.

Performance Standard 2.3: Basic Economic Indicators/Trends

2.3.1 Explain the concept of productivity.
2.3.2 Describe the nature of current global economic events and how they influence marketing decisions.
2.3.3 Explain measures used to analyze economic conditions.
2.3.4 Determine the impact of economic cycles on business activities.
2.3.5 Explain the economic impact of interest rate fluctuations.

Performance Standard 2.4: International Marketing and Trade

2.4.1 Explain the nature of international marketing and trade.
2.4.2 Identify the impact of cultural and social environments on world marketing and trade.
2.4.3 Evaluate factors that influence a nation’s ability to trade.
2.4.4 Define the purpose of the major trade alliances between countries.
2.4.5 Explain how scarcity and surplus influence trade between two or more countries.

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CONTENT STANDARD 3: ETHICS IN MARKETING

Performance Standard 3.1: Code of Ethics

3.1.1 Describe how and why different cultures have different ethical systems.
3.1.2 Explain the importance of trust for the successful conduct of business.
3.1.3 Differentiate between ethics and government relations.
3.1.4 Give examples of how unethical behavior leads to governmental regulations.
3.1.5 Identify ethical considerations relating to marketing and product development.
3.1.6 Determine how patents, copyrights, and trademarks are used to combat unethical behavior.
3.1.7 Illustrate how unethical behavior can lead to fraudulent behavior.

CONTENT STANDARD 4: EXTERNAL FACTORS TO BUSINESS

Performance Standard 4.1: External Factors that Impact Business

4.1.1 Explain how government regulations influence marketing decisions.
4.1.2 Describe how the economy influences marketing decisions.
4.1.3 Recognize how the environment influences marketing decisions.
4.1.4 Provide an example for how special interest groups influence marketing decisions.
4.1.5 Analyze how cultural differences influence marketing decisions.
4.1.6 Synthesize how technology influences marketing decisions.
4.1.7 Evaluate how competition influences marketing decisions.

CONTENT STANDARD 5: PRODUCT/SERVICE MANAGEMENT

Performance Standard 5.1: Product Life Cycle

5.1.1 Describe how new product/services are conceived, developed, and test marketed.
5.1.2 List the stages of the product life cycle and identify the stage in which a product is located.

Performance Standard 5.2: Product Packaging and Branding

5.2.1 Name the common elements of a product’s packaging.
5.2.2 Explain the various functions of packaging and why each is important.
5.2.3 Identify the qualities of effective branding.
5.2.4 Differentiate between brand name and generic products.

Performance Standard 5.3: Product Mix and Extensions

5.3.1 Define the nature of a product mix in a particular company.
5.3.2 Identify product mix decisions that must be made in order to successfully market the product or service.
5.3.3 Explain the advantages and disadvantages of product line diversification (i.e., extending product lines and adding new ones).
5.3.4 Define industrial or consumer product categories and provide examples of products that fit each category.
5.3.5 Explain the need for comprehensive marketing of the extended product such as warranty, service, contract, etc.

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CONTENT STANDARD 6: PRICING

Performance Standards 6.1.: Roles of Pricing and Pricing Strategies

6.1.1 Identify the various objectives of pricing.
6.1.2 Identify the factors that will influence product price.
6.1.3 Identify various pricing policies and the circumstances in which each is applicable.
6.1.4 Explain the use of break-even analysis to determine price.
6.1.5 Calculate product price using a variety of methods.
6.1.6 Calculate a break-even point using cost and price information.
6.1.7 Explain the relationship between price and perceived quality.
6.1.8 Describe how economies of scale attained through mass production affect pricing strategy.

CONTENT STANDARD 7: PLACE/DISTRIBUTION

Performance Standard 7.1: Distribution Processes and Plans

7.1.1 Explain how channel management related to other marketing activities.
7.1.2 Explain the nature of channel member relationships.
7.1.3 Explain the nature of channel strategies.
7.1.4 Describe how distribution channels are selected.
7.1.5 Describe inventory control systems and how they are selected.
7.1.6 Discuss a typical order fulfillment process.
7.1.7 Assess inventory control methods in order to minimize costs and meet customer demand.
7.1.8 Identify sources of inventory loss and describe how to minimize shrinkage.

CONTENT STANDARD 8: PROMOTIONAL MIX

Performance Standard 8.1: Advertising

8.1.1 Identify the various mediums available for advertising.
8.1.2 Demonstrate the basics of the design process in graphics.
8.1.3 Describe the elements of an effective advertisement.
8.1.4 Identify the factors that determine media selection.
8.1.5 Explain how research can be used in the advertising process (e.g., pretesting, post testing).
8.1.6 Describe the roles of advertising in the creative process.
8.1.7 Explain how changing technology affects advertising.
8.1.8 Develop an advertising budget.

Performance Standard 8.2: Sales Promotion

8.2.1 Choose appropriate sales promotion tools for a particular product or service.
8.2.2 Compare and contrast the alternative forms of sales promotion.
8.2.3 Describe the factors used to determine the proportion of the promotional budget that should be allocated to sales promotion vs. advertising.

8.2.4 Describe how marketers combine trade and consumer promotions in developing effective promotional programs.
8.2.5 Distinguish between visual merchandising and a display.
8.2.6 Prepare merchandise for display and instructions for its maintenance.
8.2.7 Critique the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer conveniences.
8.2.8 Create a themed display.

Performance Standard 8.3: Public Relations

8.3.1 Identify the various forms of public relations activities used by marketers.
8.3.2 Critique public relations activities being used by marketers.
8.3.3 Differentiate between public relations activities (which are largely controllable) and publicity (which is largely uncontrollable).
8.3.4 Discuss ways in which companies can manage unfavorable publicity.

Performance Standard 8.4: Personal Sales

8.4.1 Explain the importance of personal selling in a company's operation.
8.4.2 Demonstrate the steps involved in the selling process.
8.4.3 Describe the qualities necessary for success as a sales manager.
8.4.4 Identify the roles played by people involved in the purchase or use of the product (i.e. buyer, influencer, user).
8.4.5 Evaluate a variety of sales approaches (e.g. order-getting vs. order-taking).
8.4.6 Describe how sales forecasting contributes to business success.
8.4.7 Identify the various types of sales personnel and their functions.
8.4.8 Analyze customer's rational and emotional buying motives and decisions.
8.4.9 Analyze various products to identify the features and benefits of each.

CONTENT STANDARD 9: RETAIL MANAGEMENT

Performance Standard 9.1: Retailing Support Activities

9.1.1 Define cash, credit and debit card, and layaway sales transactions.
9.1.2 Define returns, exchanges, and allowances.
9.1.3 Describe the use of technology in the selling function.
9.1.4 Demonstrate how to create a sales invoice.
9.1.5 Compute the sales tax on a sales invoice.
9.1.6 Explain the miscellaneous charges that may be part of a sale.
9.1.7 Demonstrate proper cash control procedures (balancing cash drawer, giving proper change to customers, and calculating discounts).

CONTENT STANDARD 10: MARKET RESEARCH

Performance Standard 10.1: Market Research Project

10.1.1 Identify the steps in the market research process.
10.1.2 Explain the purposes for conducting market research.
10.1.3 Differentiate between primary and secondary sources of data.
10.1.4 Compare and contrast qualitative and quantitative research.

10.1.5 Evaluate the various data collection and sampling techniques.

CONTENT STANDARD 11: MARKET CHARACTERISTICS

Performance Standard 11.1: Marketing Segmentation

11.1.1 Differentiate between the consumer market and non-consumer market.
11.1.2 Describe various methods of market segmentation.
11.1.3 Explain the marketing potential of multiple segments.
11.1.4 Identify a target market for a given product or service.
11.1.5 Explain why market segmentation is important to the achievement of market goals.
11.1.6 Explain the marketing strategies used to reach a given target market.

Performance Standard 11.2: Market Positioning

11.2.1 Explain how the characteristics of a given product or service contribute to a company's competitive advantage.
11.2.2 Identify why manufacturing locations are often close to the market served.
11.2.3 Determine extended product features that give a product a competitive advantage.
11.2.4 Contrast a domestic and international marketing plan for a given product or service.

CONTENT STANDARD 12: MARKETING PLANS

Performance Standard 12.1: Components of Marketing Plans

12.1.1 Explain why market planning is essential for organization and product success.
12.1.2 Identify the steps involved in the development of a marketing plan.
12.1.3 Explain how the marketing plan addresses all elements of an organization's marketing activities.
12.1.4 Differentiate between strategic and short-term tactical planning.
12.1.5 Demonstrate the ability to develop a marketing plan.

CONTENT STANDARD 13: E-MARKETING

Performance Standard 13.1: Concepts, Strategies, Language and Systems to Convey Ideas and Information

13.1.1 Define digital marketing.
13.1.2 Describe the benefits of digital marketing.
13.1.3 Compare and contrast digital marketing to traditional marketing.
13.1.4 Discuss how technology changes customer behaviors.
13.1.5 Explain how digital media and multimedia are used in marketing strategies.
13.1.6 Specify required elements needed in social media content designed for marketing campaigns.
13.1.7 Provide examples of how organizations use online media platforms as effective marketing tools.
13.1.8 Identify important metrics required for effective e-marketing.
13.1.9 Identify legal and ethical considerations in digital media and e-marketing.
13.1.10 Explain other key terms and concepts related to digital marketing including: SEL, Google analytics and Adwords, link strategies, e-mail campaigns, mobile marketing, electronic signatures, and server-based computing.

IDAHO MARKETING PROGRAM STANDARDS | 2015

CONTENT STANDARD 14: FINANCING AND FINANCIAL ANALYSIS

Performance Standard 14.1: Nature And Scope of Financing

14.1.1	Explain the nature and scope of financing a marketing campaign.
14.1.2	Analyze the need for banking relations.
14.1.3	Identify and analyze the risks associated with obtaining business credit.
14.1.4	Explain the advantages and disadvantages of the use of bank and/or store cards for business transactions.
14.1.5	Explain loan evaluation criteria used by lending institutions.
14.1.6	Complete business or personal loan application package.
14.1.7	Complete a personal budget and set financial goals.
14.1.8	Explain the legal considerations for credit use.

Performance Standard 14.2: Financial Resources

14.2.1	Explain the time value of money.
14.2.2	Project the total cash needed to start a business.
14.2.3	Determine the differences between marginal costs and sunk costs.
14.2.4	Recommend records needed for the daily operation of a planned business.
14.2.5	Prepare pro forma financial statements for a planned business.
14.2.6	Understand the role of financial ratios in decision making.
14.2.7	Determine the financial condition of a business based on its financial records.
14.2.8	Identify potential threats and opportunities to protect a business’s financial well-being.
14.2.9	Estimate project costs and return on marketing investment (ROMI).
14.2.10	Explain the financial implications of product cannibalization.

IDAHO DRAFTING AND DESIGN PROGRAM STANDARDS

2015

CONTENT STANDARD 1.0: CAREER EXPLORATION

Performance Standard 1.1: Careers in Drafting

1.1.1 Investigate careers in drafting, training, and associated opportunities.
1.1.2 Describe the differences between drafting disciplines and job functions.
1.1.3 Explore career opportunities and list educational requirements for a given drafting field.
1.1.4 Identify safety risks and preventative measures in the office, at the construction site, and production site.

CONTENT STANDARD 2: DRAFTING FUNDAMENTALS

Performance Standard 2.1: Geometric Constructions

2.1.1 Define geometric terms and recognize various geometric shapes by name.
2.1.2 Use lines, circles, and arcs to construct regular and irregular geometric shapes.
2.1.3 Construct angles, to include acute, obtuse, and right angles.
2.1.4 Divide lines and bisect angles and arcs.
2.1.5 Construct tangent, concentric, and perpendicular geometric relationships.
2.1.6 Calculate area, perimeter, and volume of geometric shapes to include circle, square, rectangle, and triangle.

Performance Standard 2.2: Measuring and Scaling Techniques

2.2.1 Explain the concept of scaling of objects.
2.2.2 Determine appropriate engineering, architectural, and metric scales.
2.2.3 Measure object size, area, and volume utilizing appropriate industry devices.
2.2.4 Construct drawings utilizing metric and customary (i.e., SI, Imperial) measurement systems.
2.2.5 Transcribe drawings accurately using ratios and proportions.
2.2.6 Determine and apply the equivalence between fractions and decimals.
2.2.7 Convert between customary (i.e., SI, Imperial) and metric systems.

Performance Standard 2.3: Conventional Drafting Practices

2.3.1 Identify and select appropriate drafting media.
2.3.2 Produce title blocks.
2.3.3 Utilize appropriate drawing composition and layout.
2.3.4 Identify and utilize industry standard object properties (i.e., line weight, line type).
2.3.5 Produce drawings from sketches.
2.3.6 Apply appropriate annotations to drawings according to industry standards.
2.3.7 Demonstrate drawing revision control.

Performance Standard 2.4: Multi-View Drawings Using Orthographic Projection

2.4.1 Determine the principle view of an object.
2.4.2 Identify, create, and arrange multi-view drawings.
2.4.3 Identify, create, and arrange sectional views.
2.4.4 Identify, create, and arrange primary auxiliary views.

2.4.5 Identify multiple projection theories (first angle, third angle).
2.4.6 Apply appropriate units of measurement.

Performance Standard 2.5: Dimensions and Annotations

2.5.1 Differentiate appropriate dimension standards.
2.5.2 Arrange dimensions and annotations using appropriate standards.
2.5.3 Use various dimensioning styles.
2.5.4 Construct bill of materials or schedule of materials.

Performance Standard 2.6: Pictorial Drawings

2.6.1 Create oblique drawings.
2.6.2 Create isometric drawings.
2.6.3 Create perspective drawings.

Performance Standard 2.7: Hand Sketching Techniques

2.7.1 Develop design ideas using freehand sketching.
2.7.2 Create pictorial and multi-view sketches.
2.7.3 Utilize hand lettering techniques.
2.7.4 Utilize the alphabet of lines.
2.7.5 Utilize line weights, shading, and color to communicate sketch ideas.

CONTENT STANDARD 3: FUNDAMENTAL CADD SKILLS

Performance Standard 3.1: Basic Computer and IT Skills

3.1.1 Use and maintain computer hardware and input/output devices.
3.1.2 Apply basic commands of an operating system and software.
3.1.3 Apply file management techniques using various storage media.
3.1.4 Import and export data files using various formats.
3.1.5 Use industry reliable media to acquire information to complete drafting problems.

Performance Standard 3.2: Drawing Environment

3.2.1 Select appropriate existing title blocks.
3.2.2 Set drafting settings.
3.2.3 Determine and apply scaling factors, including plotting and printing.
3.2.4 Assign line weights, line types, and colors.
3.2.5 Utilize template files.
3.2.6 Utilize sheets/layouts for plotting/printing.

Performance Standard 3.3: Geometric Shapes and Objects using Cartesian Coordinate System

3.3.1 Describe and utilize the Cartesian Coordinate System to create geometric shapes and objects (x, y, z).
3.3.2 Calculate input coordinates.
3.3.3 Manipulate and utilize coordinate systems.

Performance Standard 3.4: CADD Commands	
3.4.1	Utilize multiple entry methods to invoke CADD commands (i.e., hot keys, icons, and menus).
3.4.2	Utilize geometric relationships to ensure accuracy (i.e., endpoint, midpoint, and center.
3.4.3	Utilize CADD commands to create and modify objects.
3.4.4.	Assign property styles to objects.
3.4.5.	Access and integrate help resources to solve problems.
Performance Standard 3.5: Annotations	
3.5.1	Define, create, and modify industry standard text styles.
3.5.2	Arrange text based on industry standards.
3.5.3	Create and modify dimension styles.
3.5.4	Arrange dimensions based on industry standards (may include dual dimensioning).
3.5.5	Use industry standard symbols to annotate drawings.
CONTENT STANDARD 4: 3-D CADD SKILLS AND TECHNIQUES	
Performance Standard 4.1: Three-Dimensional Models	
4.1.1	Interpret and define the right-hand rule for the x, y, and z-axes.
4.1.2	Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric).
4.1.3	Manipulate the x-y plane in three-dimensional space.
4.1.4	Edit the shape and configuration of solid models.
4.1.5	Display objects as shaded or hidden lines removed.
4.1.6	Create working and presentation drawings from three-dimensional models.
CONTENT STANDARD 5: ARCHITECTURAL DRAFTING AND DESIGN	
Performance Standard 5.1: Architectural Design	
5.1.1	Identify and describe different architectural styles.
5.1.2	Identify construction terminology, materials and building codes.
5.1.3	Identify architectural annotation standards.
5.1.4	List and describe construction drawings.
5.1.5	Prepare a floor plan from an existing plan or sketch.
Performance Standard 5.2: Architectural Views and Details Related to Design Criteria	
5.2.1	Apply architectural design concepts to plan views.
5.2.2	Create an exterior elevation from an existing floor plan.
5.2.3	Create interior elevations.
5.2.4	Create building sections and details.
5.2.5	Produce schedules.
5.2.6	Understand and apply green building/sustainable design principles to project design.

IDAHO DRAFTING AND DESIGN PROGRAM STANDARDS

2015

CONTENT STANDARD 6: MECHANICAL DRAFTING AND DESIGN

Performance Standards 6.1: Drafting Concepts Related to Basic Manufacturing Processes

6.1.1	Describe the basic engineering design process.
6.1.2	Describe standard machine processes.
6.1.3	Utilize standard welding/machining symbols per ANSI and ASME.
6.1.4	Identify common stock forms.
6.1.5	Create scaled working drawings using dimensions, tolerances, and other specifications for machine tool, fabrication, and/or welding processes.
6.1.6	Create thread and fastener representations and utilize thread designations.
6.1.7	Create assembly drawings including a bill of materials.

Performance Standards 6.2: Geometric Dimensioning and Tolerancing (GDK&T) Standards

6.2.1	Understand datums utilized for tolerancing.
6.2.2	Utilize basic dimensioning for toleranced features.
6.2.3	Utilize GD&T for assembly fits.

Performance Standard 6.3: Drafting Concepts Related to Pattern Development

6.3.1	Define developments.
6.3.2	Identify the major types of developments.
6.3.3	Construct parallel line development.

IDAHO ELECTRONIC TECHNOLOGY PROGRAM STANDARDS

2014

CONTENT STANDARD 1.0: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Describe the roles of OSHA and UL in the workplace.
1.1.3 Comply with the required use of personal protective equipment (PPE) during lab/shop activities.
1.1.4 Utilize safe procedures for handling of tools and equipment.
1.1.5 Operate lab equipment according to safety guidelines.
1.1.6 Identify and use proper lifting procedures and proper use of support equipment.
1.1.7 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.8 Identify marked safety areas.
1.1.9 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Identify appropriate clothing for lab/shop activities.

Performance Standard 1.2: Identify and Safety Utilize Tools

1.2.1 Identify tools and their appropriate usage.
1.2.2 Demonstrate the proper techniques when using tools.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools.

Performance Standard 1.3: Identify and Safety Utilize Instrumentation

1.3.1 Identify test equipment and their appropriate usage.
1.3.2 Demonstrate the proper techniques when using test equipment.
1.3.3 Demonstrate safe handling and use of appropriate test equipment.
1.3.4 Demonstrate proper cleaning, storage, and maintenance of test equipment.

CONTENT STANDARD 2.0: IDENTIFY FUNDAMENTAL ELECTRONIC THEORY AND THE HISTORY/FUTURE OF ELECTRONICS

Performance Standard 2.1: Explain the Principles of Electronic Theory

2.1.1 Summarize electron theory (i.e., matter, parts of an atom, charges).
2.1.2 Explain the characteristics of voltage, current, and resistance (i.e., unit of measure, letter/symbol).
2.1.3 Discuss how to generate electricity with magnetism, heat, light, friction, and pressure.
2.1.4 Define key terms associated with the fundamentals of the theory of electronics.

Performance Standard 2.2: Identify the History and Future Trends in Electronics

2.2.1 Research the history of electricity.
2.2.2 Research the history of electronics (i.e., vacuum tubes, transistors, integrated circuits).
2.2.3 Describe the impact of the advancement of electronics on society and the economy.
2.2.4 Investigate new and emerging electronic technologies and trends.
2.2.5 Research the different career opportunities in the electronics technology career path.

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CONTENT STANDARD 3.0: IDENTIFY AND ANALYZE ELECTRICAL COMPONENTS AND QUANTITIES

Performance Standard 3.1: Identify Electronic Components

3.1.1 Identify and explain the main purposes of electronic components.
3.1.2 Classify designation letters used to represent electronic components.
3.1.3 Illustrate schematic symbols for various types of electrical and electronic components.
3.1.4 Recognize the effects of environmental conditions on electronic components.
3.1.5 Define key terms associated with electronic components.

Performance Standard 3.2: Analyze Quantities Utilized in Electronics

3.2.1 Identify and utilize the basic units of electronic measurements
3.2.2 Express numbers in scientific engineering notation (i.e., prefixes and symbols)
3.2.3 Convert from scientific notation to engineering notation
3.2.4 Identify and utilize the resistor color code
3.2.5 Utilize Ohm's law to determine current, voltage, resistance, and power
3.2.6 Define key terms associated with quantities used in electronics

CONTENT STANDARD 4.0: CONSTRUCT AND ANALYZE FUNDAMENTAL CIRCUIT CONFIGURATIONS

Performance Standard 4.1: Analyze Series Circuit Configuration

4.1.1 Identify series circuit configuration.
4.1.2 Calculate voltage drops in a series circuit.
4.1.3 Utilize Kirchhoff's Voltage Law.
4.1.4 Recognize polarity in a series circuit.
4.1.5 Calculate voltage, current, resistance, and power in a series circuit.
4.1.6 Construct, measure, and analyze simple series circuit.
4.1.7 Define key terms associated with series circuits.

Performance Standard 4.2: Analyze Parallel Circuit Configuration

4.2.1 Identify parallel circuit configuration.
4.2.2 Calculate voltage drops in a parallel circuit.
4.2.3 Utilize Kirchhoff's Current Law.
4.2.4 Recognize polarity in a parallel circuit
4.2.5 Calculate voltage, current, resistance, and power in a parallel circuit.
4.2.6 Construct, measure, and analyze simple parallel circuit.
4.2.7 Define key terms associated with parallel circuits.

Performance Standard 4.3: Analyze Series-Parallel Circuit Configuration

4.3.1 Identify series-parallel circuit configuration.
4.3.2 Calculate voltage drops in a series-parallel circuit.
4.3.3 Utilize Kirchhoff's Voltage and Current Laws where appropriate.
4.3.4 Recognize polarity in a series-parallel circuit.
4.3.5 Calculate voltage, current, resistance, and power in a series-parallel circuit.

CONTENT STANDARD 5.0: APPLY FUNDAMENTAL ANALOG ELECTRONIC PRINCIPLES

Performance Standard 5.1: Analyze Direct Current (DC) Circuits

5.1.1 Interpret electronic schematic diagrams.
5.1.2 Construct and test DC circuits.
5.1.3 Discuss basic electrical and magnetic properties and their relation to various materials.
5.1.4 Demonstrate the proper usage of analog and digital meters.
5.1.5 Research DC applications (i.e., motors, steppers).
5.1.6 Define key terms associated with DC circuits.

Performance Standard 5.2: Analyze Alternating (AC) Circuits

5.2.1 Interpret electronic schematic diagrams.
5.2.2 Construct and test AC circuits.
5.2.3 Practice the proper usage of test equipment (i.e., analog and digital meters, oscilloscopes, AC voltage sources).
5.2.4 Identify AC wave form characteristics: effective voltage (RMS), average voltage, negative alternation, positive alternation, wavelength, amplitude, and period.
5.2.5 Calculate peak, peak-to-peak, RMS, and average voltage values for an AC wave form.
5.2.6 Explain cycle, hertz, and phase.
5.2.7 Describe the requirement for inductance in AC electrical circuits (i.e., self and mutual inductance).
5.2.8 Compare and contrast reactance, resistance, and impedance.
5.2.9 Explain phase relationships for series and parallel RL, RC, and RCL circuits.
5.2.10 Research high and low pass filter circuits.
5.2.11 Define key terms associated with AC circuits.

CONTENT STANDARD 6.0: APPLY FUNDAMENTAL DIGITAL ELECTRONIC PRINCIPLES

Performance Standard 6.1: Analyze Digital Design and Circuitry

6.1.1 Identify and convert numbers between numbering systems (i.e., decimal, binary, hexadecimal, BCD).
6.1.2 Compare and contrast between 1 (high) and 0 (low or ground).
6.1.3 Perform numerical calculations in numbering systems.
6.1.4 Identify and describe basic logic operations (i.e., AND, OR, buffer, inverter, NAND).
6.1.5 Explain Boolean Algebra and its use in digital circuitry.
6.1.6 Research Karnaugh Maps.
6.1.7 Interpret data sheet information.
6.1.8 Evaluate logic circuit truth tables.
6.1.9 Analyze clock and timing circuit operations.
6.1.10 Analyze combinational logic circuits for a given application (i.e., relay logic).
6.1.11 Assess the operation of analog-to-digital and digital-to-analog convertors.
6.1.12 Define key terms associated with digital electronics.

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CONTENT STANDARD 7.0: APPLY MICROPROCESSOR AND MICROCONTROLLER PRINCIPLES

Performance Standard 7.1: Analyze Control Device

7.1.1 Describe basic principles of microprocessors.
7.1.2 Describe the process of executing instructions in a microprocessor.
7.1.3 Draw a flowchart for a typical program or process.
7.1.4 Describe the procedure for instruction coding and program debugging.
7.1.5 Describe the fundamental principles for microprocessor interfacing.
7.1.6 Demonstrate basic wiring procedures for microprocessors.
7.1.7 Write, deploy and test an original microcontroller program.
7.1.8 Research current industry standards for application of programming.
7.1.9 Define key terms associated with electronic control devices.

CONTENT STANDARD 8.0: APPLY FUNDAMENTAL FABRICATION AND SOLDERING TECHNIQUES

Performance Standard 8.1: Analyze Control Device

8.1.1 Investigate current industry standards for fabrication techniques.
8.1.2 Demonstrate proper setup of fabrication area, equipment, and materials.
8.1.3 Construct circuits/projects in the proper sequence.
8.1.4 Properly layout circuits/projects from schematic diagrams/prints.
8.1.5 Check work for accuracy.
8.1.6 Analyze and summarize how manufacturing businesses improve performance.

Performance Standard 8.2: Analyze Standard Soldering Techniques

8.2.1 Research current industry standards for soldering.
8.2.2 Explain solder safety (i.e., burns, fires, lead poisoning, fumes, damages).
8.2.3 Identify types of solder and soldering irons.
8.2.4 Demonstrate the proper and safe method for soldering, de-soldering, and cleaning.
8.2.5 Demonstrate the ability to solder components to a printed circuit board.
8.2.6 Demonstrate the ability to de-solder components from a printed circuit board.
8.2.7 Classify flux types and usages.
8.2.8 Demonstrate proper usage of heat sinks.
8.2.9 Recognize cold solder joints and explain the causes.
8.2.10 Produce soldered joints to specifications.
8.2.11 Compare and contrast good and bad mechanical and electrical solder connections.
8.2.12 Demonstrate proper care of solder and de-solder equipment and aids.
8.2.13 Utilize various types of de-soldering equipment and their usages (i.e., de-soldering braid/wick, de-soldering pumps).
8.2.14 Define key terms associated with soldering.

CONTENT STANDARD 9.0: APPLY FUNDAMENTAL TROUBLESHOOTING AND MAINTENANCE TECHNIQUES

Performance Standard 9.1: Apply Troubleshooting Techniques

9.1.1 Explain troubleshooting procedures.

9.1.2 Create and utilize a safety checklist.
9.1.3 Utilize all safety procedures necessary while troubleshooting (e.g., lock-out tag-out, etc.)
9.1.4 Select and utilize appropriate tools for electronics troubleshooting.
9.1.5 Research various sources of repair/maintenance/troubleshooting documentation (e.g., print media, electronic, tech support, local expert).
9.1.6 Utilize manufacturer s' documentation for troubleshooting.
9.1.7 Interpret electronic schematic diagrams.
9.1.8 Measure electrical characteristics of voltage, current, and resistance in basic electronic circuits using multi-meters, oscilloscopes, logic probes, etc.
9.1.9 Troubleshoot and repair common problems (i.e., faulty components, open circuits, short circuits, environmental conditions).
9.1.10 Define key terms associated with troubleshooting techniques.

Performance Standard 9.2: Demonstrate Maintenance and Repair Techniques

9.2.1 Explain the difference between maintenance and repair.
9.2.2 Identify the common causes of system and equipment failures.
9.2.3 Use electrostatic discharge (ESD) control devices and techniques when handling ESD-sensitive equipment and components.
9.2.4 Utilize manufacturers' documentation to identify system problem(s).
9.2.5 Isolate common faults in wiring and equipment.
9.2.6 Identify common preventive maintenance measures.
9.2.7 Interpret preventive maintenance and inspection schedules.
9.2.8 Develop a routine maintenance plan.
9.2.9 Define key terms associated with maintenance and repair techniques.

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CONTENT STANDARD 1.0: THE GRAPHIC DESIGN INDUSTRY

Performance Standard 1.1: History of the Graphic Design Field

1.1.1 Research the history of technologies that advanced the graphic design industry.

1.1.2 Describe past and present styles, and how they will affect future styles in the graphic design industry.

1.1.3 Identify art movements of the past and current societal trends, and describe how they impact graphic design.

1.1.4 Describe the importance of graphic design's influence on society.

Performance Standard 1.2: Industry Terminology

1.2.1 Formulate written and verbal communications using industry standard terms.

1.2.2 Prepare and deliver a visual presentation of a product utilizing appropriate industry terminology.

Performance Standard 1.3: Career Exploration

1.3.1 Investigate graphic design careers, training, and associated opportunities.

1.3.2 Participate in a career-related experience that could include internships, job shadowing, work site visits.

1.3.3 Participate in a career-related client service project.

CONTENT STANDARD 2.0: ELEMENTS AND PRINCIPLES OF DESIGN AND VISUAL COMMUNICATION

Performance Standard 2.1: Elements of Design

2.1.1 Identify the applications of color, line, shape, texture, size, and value in samples of graphic work.

2.1.2 Analyze the use of color, line, shape, texture, size, and value in samples of graphic work.

2.1.3 Incorporate color, line, shape, texture, size, and value in student-generated graphic work.

2.1.4 Understand the concepts of color theory.

2.1.5 Demonstrate the elements of design through manual sketching.

2.1.6 Demonstrate the elements of design through digital sketching.

Performance Standard 2.2: Principles of Design

2.2.1 Analyze the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in samples of graphic works.

2.2.2 Incorporate principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in student-generated graphic works.

2.2.3 Demonstrate the principles of design through various design techniques.

Performance Standard 2.3: Principles of Typography

2.3.1 Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.)

2.3.2 Apply and adjust formatting to type.

2.3.3 Construct graphic works utilizing and manipulating type.

2.3.4 Demonstrate knowledge of the history of typography.

Performance Standard 2.4: Principles and Elements of Design to Layout

2.4.1	Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works.
2.4.2	Create graphic works utilizing grids.
2.4.3	Create graphic works utilizing templates.
2.4.4	Utilize rule of thirds, simplicity, and/or complexity, etc. in layout.
2.4.5	Demonstrate layout skills for print collaterals (i.e., magazines, newspapers, packaging, yearbook, etc.).
2.4.6	Demonstrate layout skills for current digital media (i.e. mobile devices, tablets).
2.4.7	Explain the importance of consistency of design.
2.4.8	Explain the importance of usability.
2.4.9	Apply measurement tools and ratio analysis to image positioning in graphic works.
2.4.10	Solve aspect ratio proportion measurement in video and animation development.
2.4.11	Describe visual hierarchy and how it is used to control the viewer's eyes through a document/webpage.
2.4.12	Explain the methods used to control visual hierarchy.

CONTENT STANDARD 3: PRODUCTION USING INDUSTRY STANDARD SOFTWARE

Performance Standard 3.1: Concept Development

3.1.1	Generate project ideas through the use of brainstorming, thumbnails, roughs, mock-ups, wireframes, etc.
3.1.2	Create a storyboard for a project.
3.1.3	Explain the importance of developing a message for a specific audience.
3.1.4	Synthesize information collected from communications with various stakeholders.

Performance Standard 3.2: Image Creation and Manipulation

3.2.1	Analyze differences and appropriate applications of vector-based and bitmap images.
3.2.2	Use a variety of devices and media to import/download photos, images, and other digital media content.
3.2.3	Incorporate the use of image manipulation and illustration software into final products.
3.2.4	Apply nondestructive image editing techniques such as layering and masking.
3.2.5	Practice using different selection tools and techniques to manipulate images.
3.2.6	Practice image composition, cropping, and the use of vector paths and raster channels in saving and creating complex masks.
3.2.7	Practice composition and cropping.
3.2.8	Analyze differences and appropriate applications of vector-based and bitmap images.
3.2.9	Use a variety of devices and media to import/download photos, images, and other digital media content.

Performance Standard 3.3: Media Outputs

3.3.1	Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print.
3.3.2	Incorporate appropriate current industry standard color modes in graphic works (e.g., RGB, HEX, LAB, CMYK and Pantone), and explain how they relate to HSB.
3.3.3	Understand the difference between gray scale, spot color, and process colors.

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Performance Standard 3.4: Graphic Design Workflow

3.4.1 Develop a workflow for a project.
3.4.2 Describe project management.
3.4.3 Create projects that address the message and conceptual ideas for a specific audience.

Performance Standard 3.5: Design and Production Process

3.5.1 Demonstrate the use of the graphic design process (define the project, develop budget and schedule/deadline, presentation and critique, revisions, final presentation, client approval, pre-press, production and final product delivery).
3.5.2 Explain the design process in different media formats.
3.5.3 Apply the design process to generate different media formats.

Performance Standard 3.6: Branding and Corporate Identity

3.6.1 Analyze branding and corporate identity, its purpose and constituents.
3.6.2 Create a visual that appropriately represents the brand's identity in multiple media formats.

CONTENT STANDARD 4: ETHICAL AND LEGAL ISSUES RELATED TO GRAPHIC DESIGN

Performance Standard 4.1: Copyright and Intellectual Property Law

4.1.1 Research laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing.
4.1.2 Research laws governing brand issues, trademark, and other proprietary rights.
4.1.3 Discuss consequences of violating copyright, privacy, and data security laws.
4.1.4 Define and debate fair use including authorships, rights of use for work and likeness, and credit lines.
4.1.5 Model fair use in production of visual communication products.
4.1.6 Understand creative commons, the concept of usage rights versus ownership rights, and the importance of using a release form.

CONTENT STANDARD 5: PORTFOLIO

Performance Standard 5.1: Portfolio Development

5.1.1 Research and compare the various types of portfolios.
5.1.2 Develop portfolios that include various types of media.
5.1.3 Recognize that portfolios are dynamic and require maintenance.

Performance Standard 5.2: Evaluating Portfolios

5.2.1 Conduct peer- and self-evaluations.
5.2.2 Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate and constructive criticism.

CONTENT STANDARD 6: MATHEMATICAL SKILLS

Performance Standards 6.1: Mathematical Skills for Visual Communications

6.1.1 Apply addition, subtraction, multiplication and division of whole numbers, fractions, and decimals.
6.1.2 Apply fraction to decimal and decimal to fraction conversion problems.
6.1.3 Apply decimal to percent and percent to decimal conversion problems.

6.1.4 Apply basic ratio and proportion problems.
6.1.5 Apply basic linear measurement problems.
6.1.6 Apply basic inches to picas and picas to inch conversion problems.
6.1.7 Apply inches to points and points to inch conversion problems.
6.1.8 Apply points to picas and picas to points conversion problems.

CONTENT STANDARD 7: COMMUNICATION SKILLS

Performance Standard 7.1: Communication Skills for Visual Communications

7.1.1 Write logical and understandable statements or phrases to fill out documents used in business and industry (i.e. forms, invoices, proposals, etc.).
7.1.2 Read and follow written and oral instructions.
7.1.3 Articulate and write concise and accurate instructions/step by step process.
7.1.4 Demonstrate appropriate communication skills (i.e. telephone, e-mail, texting, social media, etc.).

CONTENT STANDARD 8: EDITING AND PROOFREADING SKILLS

Performance Standard 8.1: Proofreading Skills

8.1.1 Demonstrate ability to proofread and edit various forms of copy for different audiences.
8.1.2 Demonstrate knowledge of proofreaders' marks.
8.1.3 Demonstrate knowledge of electronic forms of editing and correcting.

CONTENT STANDARD 9: DIGITAL MEDIA

Performance Standard 9.1: Graphic Design in Digital Media

9.1.1 Understand the relationship of graphic design in context of web design.
9.1.2 Understand the relationship of graphic design in context of video production.
9.1.3 Understand the relationship of graphic design in context of audio production.
9.1.4 Understand the relationship of graphic design in context of animation.

CONTENT STANDARD 10: APPLIED ART

Performance Standard 10.1: Traditional and Digital Design

10.1.1. Demonstrate creation of simple, tone, or color illustration with traditional and digital tools.
10.1.2. Create 2D or 3D works of design in analog and digital formats.

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CONTENT STANDARD 1.0: END POINT TECHNOLOGIES

Performance Standard 1.1: PC Hardware Configuration and Installation

1.1.1 Identify and understand motherboards and related components.
1.1.2 Identify and understand RAM types and features.
1.1.3 Identify and understand expansion card uses and differences.
1.1.4 Understand differences and use of storage devices and media types.
1.1.5 Identify and understand CPU types and features.
1.1.6 Identify power supply requirements and select appropriate unit for a system.
1.1.7 Demonstrate custom configurations per customer needs.
1.1.8 Identify and understand the use of connector types and associated cables.
1.1.9 Demonstrate the installation and configuration of peripheral devices.
1.1.10 Identify when a field replacement unit is needed.

Performance Standard 1.2: Fundamental Networking Technologies

1.2.1 Identify network cables and connectors and their characteristics.
1.2.2 Explain TCP/IP suite characteristics and properties.
1.2.3 Identify and understand the use of common TCP / UDP ports, protocols, and their characteristics.
1.2.4 Understand wireless networking standards and encryption types.
1.2.5 Demonstrate installation, configuration, and deployment of a home office network.
1.2.6 Understand and explain different Internet connection types and features.
1.2.7 Understand different network devices, their functions, and features.
1.2.8 Demonstrate the appropriate use of field networking tools.
1.2.9 Identify appropriate hardware and software tools to troubleshoot connectivity issues.

Performance Standard 1.3: Laptops, Mobile Devices, and Related Hardware

1.3.1 Demonstrate the installation and configuration of related peripherals.
1.3.2 Understand and recognize different features of laptops and mobile devices.
1.3.3 Demonstrate custom configurations per customer needs.

Performance Standard 1.4: Printer and Imaging Hardware

1.4.1 Identify and explain the different types and use of printers.
1.4.2 Understand and explain the different imaging processes.
1.4.3 Identify proper basic printer maintenance.

Performance Standard 1.5: Operating Systems

1.5.1 Understand the features and requirements of various operating systems.
1.5.2 Demonstrate how to install, upgrade, and configure an operating system.
1.5.3 Understand and demonstrate the use of command line tools.
1.5.4 Understand and demonstrate operating system tools and utilities.
1.5.5 Understand networking and configuration of operating systems.
1.5.6 Understand and explain the differences in basic OS security settings.

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1.5.7 Understand the basics of virtualization.

Performance Standard 1.6: Basic Workstation Security

1.6.1 Understand the application and usage of common prevention methods.
1.6.2 Understand the differences in common security threats.
1.6.3 Demonstrate the implementation of best practices to secure a workstation.
1.6.4 Understand appropriate data destruction and disposal methods.
1.6.5 Understand and demonstrate basic wired and wireless network security.

CONTENT STANDARD 2.0: NETWORKING TECHNOLOGIES

Performance Standard 2.1: Basic Networking Concepts

2.1.1 Compare the layers of the OSI and TCP/IP models.
2.1.2 Classify how applications, devices, and protocols relate to the OSI model layers.
2.1.3 Explain the purpose and properties of IP addressing.
2.1.4 Explain the purpose and properties of routing and switching.
2.1.5 Identify common TCP and UDP well-known ports.
2.1.6 Explain the function of common networking protocols.
2.1.7 Summarize DNS concepts and its components.
2.1.8 Identify virtual network components.

Performance Standard 2.2: Installation, Configuration and Troubleshooting

2.2.1 Configure network devices using basic CLI and/or GUI as appropriate.
2.2.2 Explain the purpose and properties of DHCP.
2.2.3 Troubleshoot common router and switch problems.
2.2.4 Design and implement a basic network.
2.2.5 Demonstrate appropriate use of hardware tools to troubleshoot connectivity issues.
2.2.6 Demonstrate appropriate use of software tools to troubleshoot connectivity issues.

Performance Standard 2.3: Network Media and Topologies Installation and Configuration

2.3.1 Categorize standard media types and associated properties.
2.3.2 Categorize standard connector types based on network media.
2.3.3 Categorize WAN technology types and properties.
2.3.4 Troubleshoot common physical connectivity problems.
2.3.5 Compare and contrast different network physical and logical topologies.
2.3.6 Identify components of wiring distribution.

Performance Standard 2.4: Network and Change Management

2.4.1 Identify and document the purpose and features of network devices.
2.4.2 Demonstrate best practices of network and configuration management.

Performance Standards 2.5: Basic Network Security

2.5.1 Explain the methods of network access security.

2.5.2 Explain methods of user authentication.
2.5.3 Explain common threats, vulnerabilities, and mitigation techniques.
2.5.4 Install and configure a basic firewall.
2.5.5 Categorize different types of network security appliances and methods.

Performance Standards 2.6: IP Addressing

2.6.1 Understand the importance of subnetting.
2.6.2 Demonstrate and apply prefix notation in subnetting.
2.6.3 Design, calculate, and apply subnet masks and addresses to fulfill given topology.

Performance Standards 2.7: Configuration of Network Devices Using CLI and GUI Commands

2.7.1 Configure hostname, password and interface configuration.
2.7.2 Configure static and dynamic routing.
2.7.3 Verify network device configurations using investigative commands.

CONTENT STANDARD 3.0: CUSTOMER SERVICE

Performance Standard 3.1: Customer Service Communication Skills

3.1.1 Listen actively and ask relevant questions to understand customer needs.
3.1.2 Communicate effectively with non-technical customers.
3.1.3 Deal professionally with frustrated customers.

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CONTENT STANDARD 1.0: LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: General Lab Safety Rules and Procedures

1.1.1	Describe general shop safety rules and procedures.
1.1.2	Demonstrate knowledge of OSHA and its role in workplace safety.
1.1.3	Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
1.1.4	Operate lab equipment according to safety guidelines.
1.1.5	Identify and use proper lifting procedures and proper use of support equipment.
1.1.6	Utilize proper ventilation procedures for working within the lab/shop area.
1.1.7	Identify marked safety areas and safety signage.
1.1.8	Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.9	Identify the location and use of eye wash stations.
1.1.10	Identify the location of the posted evacuation routes.
1.1.11	Identify and wear appropriate clothing for lab/shop activities.
1.1.12	Secure hair and jewelry for lab/shop activities.
1.1.13	Understand knowledge of the safety aspects of low and high voltage circuits.
1.1.14	Locate and interpret safety data sheets (SDS).
1.1.15	Perform housekeeping duties.
1.1.16	Follow verbal instructions to complete work assignments.
1.1.17	Follow written instructions to complete work assignments.

Performance Standard 1.2: Hand Tools

1.2.1	Identify hand tools and their appropriate usage.
1.2.2	Identify standards and metric designation.
1.2.3	Demonstrate the proper techniques when using hand tools.
1.2.4	Demonstrate safe handling and use of appropriate tools.
1.2.5	Identify proper cleaning, storage and maintenance of tools.

Performance Standard 1.3: Power Tools and Equipment

1.3.1	Identify power tools and their appropriate usage.
1.3.2	Identify equipment and their appropriate usage.
1.3.3	Demonstrate the proper techniques when using power tools and equipment.
1.3.4	Demonstrate safe handling and use of appropriate power tools and equipment.
1.3.5	Identify proper cleaning, storage and maintenance of power tools and equipment.

CONTENT STANDARD 2.0: IMPACT OF ENGINEERING

Performance Standard 2.1: Engineering History

2.1.1	Define engineering.
2.1.2	Identify engineering achievements throughout history.
2.1.3	Research how historical period and regional style have influenced engineering design.
2.1.4	Investigate the evolution of a product.

Performance Standard 2.2: Engineering Careers

2.2.1 Investigate engineering careers, training, and associated opportunities.

2.2.2 Describe the difference between engineering disciplines and job functions.

2.2.3 Explore career opportunities and list the educational requirements for a given engineering field.

2.2.4 Describe the importance of engineering teams.

2.2.5 Differentiate the careers associated with associates degrees, bachelor degrees, and master plus degrees.

Performance Standard 2.3: Ethics in Engineering

2.3.1 Knowledge of current professional engineering codes of ethics.

2.3.2 Knowledge of ethical engineering issues.

2.3.3 Apply and explain how ethical and technical issues contribute to an engineering disaster.

2.3.4 Describe how ethics influence the engineering process.

CONTENT STANDARD 3.0: ENGINEERING DESIGN PROCESS

Performance Standard 3.1: Design Process

3.1.1 Identify and understand the common elements of a design process, including define the problem, generate concepts, develop a solution, develop a design proposal, construct and test a prototype, refine the design, evaluate a solution and communicate the processes and results.

3.1.2 Apply the steps of the design process to solve a design problem.

3.1.3 Describe how social, environmental, and financial constraints influence the design process.

3.1.4 Diagram the lifecycle of a product.

CONTENT STANDARD 4.0: ENGINEERING DOCUMENTATION

Performance Standard 4.1: Freehand Technical Sketching Techniques

4.1.1 Develop design ideas using freehand sketching.

4.1.2 Identify the six primary orthographic views.

4.1.3 Create pictorial and multi-view sketches.

4.1.4 Utilize the alphabet of lines (i.e., styles and weights) and/or line conventions.

4.1.5 Legibly annotate sketches.

Performance Standard 4.2: Measuring and Scaling Techniques

4.2.1 Identify industry standard units of measure.

4.2.2 Convert between industry standard units of measure.

4.2.3 Determine appropriate engineering and metric scales.

4.2.4 Measure speed, distance, object size, area, mass, volume, and temperature.

4.2.5 Determine and apply the equivalence between fractions and decimals.

4.2.6 Demonstrate proper use of precision measuring tools.

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Performance Standard 4.3: Engineering Documentation Procedures

4.3.1 Demonstrate record keeping procedures and communication in engineering.
4.3.2 Identify the importance of proprietary documentation in engineering.
4.3.3 Understand the copyright and patent process.
4.3.4 Illustrate project management timelines.
4.3.5 Create a written technical report.

Performance Standard 4.4: Technical Drawings

4.4.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, and line types).
4.4.2 Produce drawings from sketches.
4.4.3 Identify industry standard symbols.
4.4.4 Describe and construct various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic) using proper symbols.
4.4.5 Construct drawings utilizing metric and customary (i.e., SAE and Imperial) measurement systems.
4.4.6 Arrange dimensions and annotations using appropriate standards (i.e., ANSI and ISO).
4.4.7 Construct bill of materials or schedule.

Performance Standard 4.5: Modeling Techniques

4.5.1 Identify the areas of modeling (i.e., physical, conceptual, and mathematical).
4.5.2 Create a scale model or working prototype.
4.5.3 Evaluate a scale model or a working prototype.

CONTENT STANDARD 5.0: MATERIAL PROPERTIES

Performance Standards 5.1: Material Properties and Science

5.1.1 Identify the major material families used in manufacturing.
5.1.2 Differentiate between the various types of material properties and their applications.
5.1.3 Discuss the impact of material usage on the environment.
5.1.4 Explain how cost in production is affected by the availability, quality, and quantity of resources.
5.1.5 Differentiate among raw material standard stock and finished products.

Performance Standards 5.2: Materials Strength

5.2.1 Describe the various forms of stress (i.e., compression, tension, torque, and shear).
5.2.2 Recognize and describe a stress strain curve.
5.2.3 Create free body diagrams of objects, identifying all forces acting on the object.
5.2.4 Differentiate between scalar and vector quantities.
5.2.5 Understand magnitude, direction, and sense of a vector.
5.2.6 Understand moment and torque forces.

CONTENT STANDARD 6.0: FUNDAMENTAL POWER SYSTEMS AND ENERGY PRINCIPLES

Performance Standard 6.1: Power Systems and Energy Forms

6.1.1 Define terms used in power systems (e.g., power, work, horsepower, watts, etc.).

6.1.2 Identify the basic power systems.
6.1.3 List the basic elements of power systems.
6.1.4 Summarize the advantages and disadvantages of various forms of power.
6.1.5 Calculate the efficiency of power systems and conversion devices.
6.1.6 Define energy.
6.1.7 Define potential energy and kinetic energy.
6.1.8 Identify forms of potential energy and kinetic energy.
6.1.9 Categorize types of energy into major forms such as, thermal, radiant, nuclear, chemical, electrical, mechanical, and fluid.
6.1.10 Identify units used to measure energy.
6.1.11 Analyze and apply data and measurements to solve problems and interpret documents.
6.1.12 Calculate unit conversions between common energy measurements.
6.1.13 Demonstrate an energy conversion device.

Performance Standard 6.2: Basic Mechanical Systems

6.2.1 Distinguish between the six simple machines, their attributes and components.
6.2.2 Measure forces and distances related to mechanisms.
6.2.3 Determine efficiency in a mechanical system.
6.2.4 Calculate mechanical advantage and drive ratios of mechanisms.
6.2.5 Calculate work, power, torque and/or moments.
6.2.6 Design, construct, and test various basic mechanical systems.

Performance Standard 6.3: Energy Sources and Applications

6.3.1 Identify and categorize energy sources as nonrenewable, renewable, or inexhaustible.
6.3.2 Define the possible types of power conversion.
6.3.3 Measure circuit values using a multimeter.
6.3.4 Calculate power in a system that converts energy from electrical to mechanical.
6.3.5 Determine efficiency of a system that converts an electrical input to a mechanical output.
6.3.6 Compute values of current, resistance, and voltage using Ohm's law.
6.3.7 Solve series and parallel circuits using basic laws of electricity including Kirchhoff's laws.
6.3.8 Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.

Performance Standard 6.4: Machine Control Systems

6.4.1 Create detailed operational flowcharts.
6.4.2 Create system control programs (i.e., sequential, logic)
6.4.3 Select appropriate input and output devices based on system specifications and constraints.
6.4.4 Differentiate between the characteristics of digital and analog devices.
6.4.5 Compare and contrast open and closed loop systems.
6.4.6 Design and create a control system based on specifications and constraints.

Performance Standard 6.5: Basic Fluid Systems

6.5.1 Define fluid systems (e.g., hydraulic, pneumatic, vacuum, etc.).

6.5.2	Identify and define the components of fluid systems.
6.5.3	Compare and contrast hydraulic and pneumatic systems.
6.5.4	Identify the advantages and disadvantages of using fluid power systems.
6.5.5	Explain the difference between gauge pressure and absolute pressure.
6.5.6	Discuss the safety concerns of working with liquids and gases under pressure.
6.5.7	Calculate mechanical advantage using Pascal's law.
6.5.8	Calculate values in a pneumatic system using the ideal gas laws.

CONTENT STANDARD 7.0: STATISTICS AND KINEMATIC PRINCIPLES

Performance Standard 7.1: Statistics

7.1.1	Define statistical terminology.
7.1.2	Create a histogram to illustrate frequency distribution.
7.1.3	Calculate the central tendency of a data array to include mean, median, and mode.
7.1.4	Calculate data variation to include range, standard deviation, and variance.

Performance Standard 7.2: Kinematic Principles

7.2.1	Define kinematic terminology.
7.2.2	Calculate distance, displacement, speed, velocity, and acceleration based on specific data.
7.2.3	Calculate acceleration due to gravity based on data from a free-fall device.

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CONTENT STANDARD 1.0: UNDERSTAND PROGRAMMING PRINCIPLES

Performance Standard 1.1: Demonstrate Critical Thinking and Problem-Solving Skills as they Apply to Programming

1.1.1 Apply basic programming principles.
1.1.2 Describe and differentiate procedural and object-oriented programming.
1.1.3 Apply the features of object-oriented programming languages.
1.1.4 Write a program that produces output.
1.1.5 Select identifiers to use within programs.
1.1.6 Improve programs by adding comments.
1.1.7 Write and run a program.

CONTENT STANDARD 2.0: PROBLEM SOLVING THROUGH PROGRAMMING

Performance Standard 2.1: Demonstrate Ability to Use Variables, Data Types, and String Manipulation to Solve Computer Problems Programmatically

2.1.1 Demonstrate the process of declaring variables.
2.1.2 Display variable values.
2.1.3 Apply integral data types.
2.1.4 Apply floating-point data types.
2.1.5 Apply arithmetic operators.
2.1.6 Apply Boolean data type.
2.1.7 Apply numeric type conversion.
2.1.8 Apply char data type.
2.1.9 Apply string data type.
2.1.10 Define named constants and enumerations.

CONTENT STANDARD 3.0: USE LOGIC IN PROGRAMMING

Performance Standard 3.1: Demonstrate Effective Use of Selection Structures to Add Logic to Programs

3.1.1 Demonstrate logic-planning tools and decision-making.
3.1.2 Make decision using the “if” statement.
3.1.3 Make decisions using the if-else statement.
3.1.4 Apply compound expressions in if statements.
3.1.5 Make decisions using the switch statement.
3.1.6 Apply the conditional operator.
3.1.7 Apply the NOT operator.
3.1.8. Describe how to avoid common errors when making decisions, and apply problem-solving skills in context.

CONTENT STANDARD 4: PROGRAMMING AND VALIDATION

Performance Standard: 4.1: Demonstrate Ability to Test, Debug and Validate Programming Applications

4.1.1 Locate a logic error by stepping through the code.
4.1.2 Locate logic errors using breakpoints.
4.1.3 Fix syntax and logic errors.
4.1.4 Select appropriate test data for an application.

CONTENT STANDARD 5.0: UNDERSTAND REPETITION IN PROGRAMMING

Performance Standard 5.1: Differentiate Between the Various Types of Repetition

5.1.1 Apply the loop structure.
5.1.2 Create loops using the while statement.
5.1.3 Create loops using the for statement.
5.1.4 Create loops using the do statement.
5.1.5 Apply nested loops.
5.1.6 Apply accumulators.
5.1.7 Understand and describe how to improve loop performance

CONTENT STANDARD 6.0: DEMONSTRATE PROGRAMMING FUNCTIONALITY

Performance Standard 6.1: Use Methods to Increase Functionality and to Modularize Programs

6.1.1 Describe methods and implementation hiding.
6.1.2 Write methods with no parameters and no return value.
6.1.3 Write methods that require a single argument.
6.1.4 Write methods that require multiple arguments.
6.1.5 Write a method that returns a value.
6.1.6 Pass an array to a method.
6.1.7 Overload methods.
6.1.8 Demonstrate how to avoid methods.
6.1.9 Apply optional parameters.

CONTENT STANDARD 7.0: UNDERSTAND ARRAYS AND STRUCTURE CONCEPTS

Performance Standard 7.1: Demonstrate Understanding of Arrays and Structure and Apply Concepts In Program Development

7.1.1 Declare an array and assign values to array elements.
7.1.2 Access array elements.
7.1.3 Search an array using a loop.
7.1.4 Apply multidimensional arrays.

CONTENT STANDARD 8.0: UNDERSTAND CLASSES IN PROGRAMMING

Performance Standard 8.1: Students will demonstrate understanding of Object-Oriented Programming Concepts

8.1.1 Describe and apply class concepts.
8.1.2 Create classes from which objects can be instantiated.
8.1.3 Create objects.
8.1.4 Create properties, including auto-implemented properties.
8.1.5 Use public fields and private methods.
8.1.6 Define the "this" reference.
8.1.7 Write constructors.
8.1.8 Use object initializers.
8.1.9 Overload operators.
8.1.10 Declare an array of objects.
8.1.11 Use sorting methods with an array of objects.
8.1.12 Write destructors.
8.1.13 Describe and demonstrate inheritance.
8.1.14 Extend classes.
8.1.15 Override base class methods.
8.1.16 Describe how a derived class object "is an" instance of the base class.
8.1.17 Define the object class.
8.1.18 Use base class constructors.
8.1.19 Create abstract classes.
8.1.20 Create use interfaces.
8.1.21 Apply extension methods.
8.1.22 Describe the benefits of inheritance.
8.1.23 Recognize inheritance in GUI applications.

CONTENT STANDARD 9.0: UNDERSTAND PROGRAMMING AND EXCEPTIONS

Performance Standard 9.1: Demonstrate Exception-Handling in Program Development

9.1.1 Compare and demonstrate traditional and object-oriented error-handling methods.
9.1.2 Cast data types.
9.1.3 Catch multiple exceptions.
9.1.4 Apply the finally block.
9.1.5 Handle exceptions thrown from outside methods.
9.1.6 Trace exceptions through the call stack.
9.1.7 Create exception classes.
9.1.8 Re-throw exceptions.

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CONTENT STANDARD 10.0: UNDERSTAND PROGRAMMING AND EVENTS

Performance Standard 10.1: Use Event Handlers in Programs

10.1.1 Define and apply event handling.
10.1.2 Define and describe delegates.
10.1.3 Declare own events and handlers.
10.1.4 Use built-in event handlers.
10.1.5 Handle control component events.
10.1.6 Handle mouse and keyboard events.
10.1.7 Manage multiple controls
10.1.8 Explain how to find more information on controls and events

CONTENT STANDARD 11.0: SYSTEMS PLANNING AND DEVELOPMENT

Performance Standards 11.1: Apply Concepts and Principles of Systems Planning and Development

11.1.1 Describe the information systems development life cycle (SDLC).
11.1.2 Discuss how to evaluate off-the-shelf software.
11.1.3 Explain reuse and its role in software development.
11.1.4 Describe the skills required to be an effective project manager.
11.1.5 List and describe the skill and activities of a project manager during project initiation, planning, execution, and closedown.
11.1.6 Describe the steps for identifying and selecting projects and initiating and planning projects.
11.1.7 Explain the need for and contents of a project scope statement.
11.1.8 Compare various methods for assessing project feasibility.

CONTENT STANDARD 12.0: SYSTEMS ANALYSIS

Performance Standards 12.1: Demonstrate Competency with Systems Analysis Tools and Concepts

12.1.1 Compare options for designing and conducting interviews to determine system requirements.
12.1.2 Develop a plan for conducting an interview to determine system requirements.
12.1.3 Explain the advantages and pitfalls of observing workers and analyzing business documents to determine system requirements.
12.1.4 Plan a joint application design session.
12.1.5 Use prototyping during requirements determination.
12.1.6 Select appropriate methods to elicit system requirements.
12.1.7 Describe how requirements determination techniques apply to development of Internet applications.
12.1.8 Demonstrate the logical modeling of processes through studying examples of data-flow diagrams, pseudo code, and flowcharts.

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CONTENT STANDARD 13.0: PRINCIPLES OF DESIGN

Performance Standards 13.1: Demonstrate Knowledge Of Application Design Principles

13.1.1 Explain the process of designing interfaces and dialogues and the deliverables for their creation.
13.1.2 Apply the general guidelines for interface design, including guidelines for layout design, structuring data-entry fields, providing feedback, and system help.
13.1.3 Concisely define each of the following key database design terms: relation, primary key, functional dependency, foreign key, referential integrity, field, data type, null value, demoralization, file organization, index, and secondary key.
13.1.4 Explain the role of designing databases in the analysis and design of an information system.
13.1.5 Transform an entity-relation (E-R) diagram into an equivalent set of well-structured (normalized) relations.
13.1.6 Merge normalized relations from separate user views into a consolidated set of well-structured relations.
13.1.7 Choose storage formats for fields in database tables.
13.1.8 Translate well-structured relations into efficient database tables.
13.1.9 Explain when to use different types of file organizations to store computer files.
13.1.10 Describe the purpose indexes and the important considerations in selecting attributes to be indexed.

CONTENT STANDARD 14.0: IMPLEMENTATION AND SUPPORT

Performance Standards 14.1: Demonstrate Knowledge of Application Implementation and Identify the Need for Ongoing Application Support

14.1.1 Describe the process of coding, testing, and converting an organizational information system.
14.1.2 Outline the deliverables and outcomes of an organizational information system.
14.1.3 List the deliverables for documenting the system and for training and supporting users.
14.1.4 Compare the many modes available for organizational information system training, including self-training and electronic performance support systems.
14.1.5 Discuss the issues of providing support for end users.
14.1.6 Explain why application implementation sometimes fails.
14.1.7 Describe several factors that influence the cost of maintaining an application.

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CONTENT STANDARD 1.0: UNDERSTAND WEB PAGE DEVELOPMENT

Performance Standard 1.1: Use Standards-Compliant HTML to Create Basic Web Pages

1.1.1 Describe how the Internet and the World Wide Web work.
1.1.2 Investigate roles and responsibilities behind the development of a Web site.
1.1.3 Understanding the Web design environment.
1.1.4 Create conventions for filenames and URLs.
1.1.5 Set a directory structure.
1.1.6 Identify and use tags on a Web page.
1.1.7 Document HTML code using comments.
1.1.8 Save a text document as an HTML file.
1.1.9 Specify Headings.
1.1.10 Format Web page text.
1.1.11 Insert HTML entities, superscripts, and subscripts.
1.1.12 Create a horizontal rule.
1.1.13 Create ordered and unordered lists.
1.1.14 Learn where to place anchors on a Web page.
1.1.15 Create links.
1.1.16 Create links to email.
1.1.17 Use the <img> element.
1.1.18 Use and image as a link.
1.1.19 Organize files in your web directory.
1.1.20 Understand paths and their application to links.

Performance Standard 1.2: Use Styles to Format Web Pages

1.2.1 Identify the differences between HTML and CSS.
1.2.2 Write CSS Styles.
1.2.3 Create an embedded style.
1.2.4 Understand and use the font property.
1.2.5 Control line spacing and white space.
1.2.6 Change foreground and background colors on a Web page.
1.2.7 Create and apply inline styles.
1.2.8 Use classes to style several tags.

Performance Standard 1.3: Demonstrate an Understanding of Advanced CSS Selectors and Properties

1.3.1 Identify the differences between dependent and independent classes.
1.3.2 Use external style sheets to format several Web pages.
1.3.3 Understand how to position text on a Web page.
1.3.4 Use CSS pseudo-elements.
1.3.5 Use the <span> tag.
1.3.6 Create and apply an independent class.

1.3.7 Use the <div> tag.
1.3.8 Investigate the box model.
1.3.9 Explore the padding, margin, and border properties.
1.3.10 Group links on a page.
1.3.11 Identify the Pseudo-class selectors.
1.3.12 Use CSS to style links.
1.3.13 Create a stylized navigation.
1.3.14 Group links on a page.

CONTENT STANDARD 2.0: UNDERSTAND WEB PAGE DESIGN AND LAYOUT

Performance Standard 2.1: Demonstrate Understanding of Color Theory as it Applies to Web Design and Development.

2.1.1 Explore Web Design Fundamentals.
2.1.2 Explore Design Theory.
2.1.3 Understand graphics file formats (vector versus raster).
2.1.4 Investigate graphics editors.
2.1.5 Understand computer color basics.
2.1.6 Control color properties with CSS.

Performance Standard 2.2: Enhance Web Pages with List, Images and Background-Images

2.2.1 Control background images with CSS.
2.2.2 Float and image or text.
2.2.3 Control image properties with CSS.
2.2.4 Understand and use the clear property.
2.2.5 Change list style type and position.
2.2.6 Format and float headings.
2.2.7 Work with background properties.

Performance Standard 2.3: Demonstrate Understanding of and Use the Box Model

2.3.1 Understand resolution as it applies to the Box Model.
2.3.2 Create boxes for layout.
2.3.3 Size and position boxes.
2.3.4 Determine how to control overflow for a box.
2.3.5 Understand padding, margins, and border properties.
2.3.6 Understand resolution as it applies to the Box Model.
2.3.7 Create boxes for layout.

Performance Standard 2.4: Demonstrate the Ability to Effectively Design and Layout Out Web Pages Using CSS

2.4.1 Designing for multiple screen resolutions.
2.4.2 Crafting the look and feel of a site.
2.4.3 Creating a unified site design.

2.4.4 Designing for the user.
2.4.5 Designing for accessibility.
2.4.6 Use the <div > tag to create formatting sections of a document.
2.4.7 Use <span> tag to format elements in a document.
2.4.8 Understand the positioning properties.
2.4.9 Create a print style sheet.
2.4.10 Use multiple style sheets.

CONTENT STANDARD 3.0: UNDERSTAND INTEGRATION OF WEB PAGE CONTROLS

Performance Standard 3.1: Appropriately Use Tables to Enhance their Web Pages

3.1.1 Discern the difference between data tables and layout tables.
3.1.2 Understand the importance of using CSS for layout versus tables for layouts.
3.1.3 Learn how to nest a data table within a CSS layout.
3.1.4 Create styles to change the appearance of a table.
3.1.5 Understand how to position cell contents.
3.1.6 Understand how to position a table.
3.1.7 Understand how to manipulate table cells.

Performance Standard 3.2: Demonstrate the Ability to Use Design and Layout Web Forms

3.2.1 Create an HTML form.
3.2.2 Create fields for text.
3.2.3 Create text boxes.
3.2.4 Understand how to choose appropriate form controls.
3.2.5 Create radio buttons, check boxes, and list boxes.
3.2.6 Create selection lists.
3.2.7 Talk about HTML Form validation (but don't use).

CONTENT STANDARD 4.0: UNDERSTAND WEB RELATED PLANNING AND ORGANIZATIONAL STANDARDS

Performance Standard: 4.1: Demonstrate Understanding of Website Architecture and Planning

4.1.1 The beginning stages of Web site development.
4.1.2 The importance of understanding a site's target audience and how that understanding can affect site development.
4.1.3 Methods for getting a site developed.
4.1.4 Baseline considerations for every site, including navigation, organization, graphic design, and content development.
4.1.5 Understand the Web site development process.
4.1.6 Create a site specification.
4.1.7 Identify the content goal.
4.1.8 Analyze their audience.

4.1.9 Build a Web site development team.
4.1.10 Create a site storyboard.
4.1.11 Publish their Web site.
4.1.12 Test their Web site.

Performance Standard 4.2: Demonstrate Understanding of Site Organization and Navigation Principles

4.2.1 Create usable navigation.
4.2.2 Build text-based navigation.
4.2.3 Use graphics for navigation and linking.
4.2.4 Use lists for navigation.
4.2.5 Build horizontal navigation bars.
4.2.6 Build vertical navigation bars.
4.2.7 Use background color and graphics to enhance navigation.
4.2.8 Create hover rollovers.

Performance Standard 4.3: Demonstrate understanding of Web site Accessibility Standards

4.3.1 Investigate Accessibility Standards.
4.3.2 Explore and implement Web Content Accessibility Guidelines (WCAG).
4.3.3 Explore and understand Section 508 Standards.

CONTENT STANDARD 5.0: UNDERSTAND THE RELATIONSHIP OF WEB MARKETING

Performance Standard 5.1: Use Multimedia on the Web

5.1.1 Learn the basics of multimedia and executable content.
5.1.2 Embed Social Media Widgets on a Web page.
5.1.3 Explore the various formats available for Web-based video, the factors that determine which one to use.
5.1.4 Determine the demographics of the viewing audience, what they're watching, and why.
5.1.5 Investigate how and why companies are using Web-based video, and how audiences are responding to these efforts.
5.1.6 Explore what goes into producing professional videos.

Performance Standard 5.2: Demonstrate Brand and Marketing and Traffic Analysis

5.2.1 Identify the different types of sites that make up the Web, how each differs from the other, and how marketers can take advantage of each type of site
5.2.2 Understand the importance of keeping visitors coming back to a site
5.2.3 Learn the methods that sites utilize to increase customer retention
5.2.4 Explain the issues involved in copyrighting, trademarking, and licensing
5.2.5 Identify the issues related to working in a global environment
5.2.6 Define web-related mechanisms for audience development (attracting and retaining an audience)
5.2.7 Identify how the Web is different from other marketing tools and the added value it can provide to

marketers in developing brands
5.2.8 Discover how to promote and market your Web site to help drive new and returning traffic
5.2.9 Learn how marketers can track Web sites and what information relating to a Web site they can analyze

Performance Standard 5.3: Understand the Relationship Between the Web and Social Media

5.3.1 Define social media.
5.3.2 Understand how and why social media grew to play such an important role in the Web.
5.3.3 Explore the demographic breakdown of social media users and how their use of various applications differs.
5.3.4 Investigate the various types of social networks, how social networking sites function, and how marketers use these sites to build an audience.
5.3.5 Differentiate between Blogging and Content Management Systems.
5.3.6 Examine benefits and potential pitfalls of using Blogging and Social Media.
5.3.7 Explore Wikis and how they harness the collaborative nature of a user community.
5.3.8 Add Fresh Content with RSS/XML feeds.
5.3.9 Define “Mashups” and how they give marketers a unique opportunity to present features and information pulled together from other social media tools.
5.3.10 Explore the creation of Virtual worlds, how people communicate using avatars.

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IDAHO CULINARY ARTS PROGRAM STANDARDS 2015

CONTENT STANDARD 1.0: CAREER PATHWAYS AND INDUSTRY PROFESSIONAL STANDARDS

Performance Standard 1.1: Professional Foodservice Industry, History, Traditions, and Current Trends

1.1.1 Explore the history of the foodservice industry.
1.1.2 Integrate global trends in the foodservice industry.
1.1.3 Compare various types of international and regional cuisines.

Performance Standard 1.2: Career Paths and Opportunities in Foodservice Industries

1.2.1 Differentiate between the various positions in foodservice industry.
1.2.2 Explore career and educational opportunities in related foodservice industries.

Performance Standard 1.3: Professional and Ethical Workplace Behaviors

1.3.1 Wear and maintain professional workplace attire.
1.3.2 Demonstrate professional and ethical workplace behaviors.
1.3.3 Demonstrate helpful, courteous, and attentive customer-service skills.

CONTENT STANDARD 2.0: SANITATION AND SAFETY

Performance Standard 2.1: Microorganisms and Their Role In Foodborne Illness

2.1.1 Analyze foodborne symptoms, illnesses and their causes.
2.1.2 Practice safe food handling techniques and prevention of foodborne illnesses.

Performance Standard 2.2: Safe Food Handling Principles

2.2.1 Practice appropriate personal hygiene/health procedures and report symptoms of illness.
2.2.2 Demonstrate awareness of the FDA Model Food Code and local health department regulations.
2.2.3 Explain HACCP (Hazard Analysis Critical Control Point) and identify CCPs (Critical Control Points).
2.2.4 Implement appropriate procedures and precautions to prevent accidents and injuries.
2.2.5 Recognize OSHA standards.

CONTENT STANDARD 3.0: FOOD SERVICE SKILLS, EQUIPMENT, AND PRODUCTION

Performance Standard 3.1: Food Service Tools and Equipment

3.1.1 Identify tools and equipment for appropriate use.
3.1.2 Safely operate and maintain tools and equipment.

Performance Standard 3.2: Knife Skills

3.2.1 Describe basic knife cuts and their application.
3.2.2 Demonstrate how to properly handle, sharpen, and maintain knives.
3.2.3 Determine knives for appropriate use.

Performance Standard 3.3: Workplace Mise en Place

3.3.1 Identify and apply front- and back-of-the-house mise en place.
3.3.2 Create prep lists and timelines.

Performance Standard 3.4: Measuring Techniques

3.4.1 Differentiate weights and measures for proper scaling (weight vs. volume, wet vs. dry).
3.4.2 Identify the appropriate measuring instrument(s).
3.4.3 Demonstrate proper measuring techniques.

Performance Standard 3.5: Recipe Standards

3.5.1 Follow a standardized recipe.
3.5.2 Write a standardized recipe.
3.5.3 Increase and decrease recipe yields using conversion factors.

Performance Standard 3.6: Presentation Techniques

3.6.1 Create appropriate garnishes for specific food items.
3.6.2 Design and use of centerpieces.
3.6.3 Model a variety of plating techniques.
3.6.4 Explain buffet presentations.

CONTENT STANDARD 4.0: MENU PLANNING PRINCIPLES

Performance Standard 4.1: Nutrition Principles and Specialized Dietary Plans

4.1.1 Interpret and incorporate basic nutrition knowledge to menu planning and modification.
4.1.2 Explain special dietary needs and available modifications.
4.1.3 Identify common food allergies and key substitutions.

Performance Standard 4.2: Menu Writing Principles

4.2.1 Differentiate menu types.
4.2.2 Identify how menu prices are determined.
4.2.3 Calculate menu pricing.
4.2.4 Plan a menu for a given scenario.

Performance Standard 4.3: Purchasing, Storeroom Operations, and Cost Controls

4.3.1 Practice proper storage procedures.
4.3.2 Utilize a purchase specification and complete a requisition form.
4.3.3 Calculate the cost of a recipe.
4.3.4 Apply inventory control as it relates to FIFO (first in, first out) and par levels.

CONTENT STANDARD 5.0: BAKERY PRODUCTION TECHNIQUES

Performance Standard 5.1: Preparing Baked Goods

5.1.1 Identify common baking ingredients.
5.1.2 Prepare a variety of baked goods i.e. yeast and quick breads, pastries, and dessert items.
5.1.3 Understand recipes modifications for environmental conditions.
5.1.4 Understand and utilize bakers' formulas.
5.1.5 Demonstrate various plating presentations.
5.1.6 Properly hold and store products.

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CONTENT STANDARD 6.0: GARDE MANGER

Performance Standards 6.1: Duties of Garde Manger

6.1.1 Prepare creamy and vinaigrette dressings and dips.
6.1.2 Prepare various salads and components.
6.1.3 Prepare a variety of hot and cold sandwiches, components and side items.
6.1.4 Prepare a variety of appetizers and hors d'oeuvre.
6.1.5 Properly hold and store garde manger items.

CONTENT STANDARD 7.0: INGREDIENTS AND FOOD PRODUCTION

Performance Standard 7.1: Spices, Oils and Vinegars, Fresh and Dried Herbs

7.1.1 Identify various spices, fresh and dried herbs for their appropriate uses.
7.1.2 Maintain quality of spices and herbs through proper holding and storage.
7.1.3 Identify oils and vinegars for their appropriate uses.

Performance Standard 7.2: Fruits and Vegetables

7.2.1 Select appropriate fruits and vegetables for intended uses.
7.2.2 Prepare a variety of fruits and vegetables.
7.2.3 Properly hold and store fruit and vegetables.
7.2.4 Demonstrate a variety of cooking methods for fruits and vegetables.

Performance Standard 7.3: Starches, Grains, and Legumes

7.3.1 Select and prepare a variety of starches, grains, and legumes for intended uses
7.3.2 Demonstrate a variety of cooking methods for starches, grains, and legumes
7.3.3 Use starches, grains and legumes as center of the plate items (i.e. vegetarian, ethnic cuisines).
7.3.4 Properly hold and store starches, grains, and legumes

Performance Standard 7.4: Dairy Products

7.4.1 Select and prepare dairy products for intended uses.
7.4.2 Properly hold and store dairy products.

Performance Standard 7.5: Eggs

7.5.1 Differentiate the usage of fresh and older eggs.
7.5.2 Prepare and serve eggs using a variety of cooking methods.
7.5.3 Properly hold and store eggs and egg products.

Performance Standard 7.6: Center of the Plate Principles

7.6.1 Select appropriate cuts for intended uses.
7.6.2 Identify appropriate fabricating methods of meats, poultry, and seafood.
7.6.3 Identify uses of animal by-products.
7.6.4 Outline federal grading standards.
7.6.5 Prepare a variety of meats, poultry, and seafood utilizing various cooking methods.
7.6.6 Properly hold and store meats, poultry and seafood.

CONTENT STANDARD 8.0: STOCKS/SAUCES/SOUPS

Performance Standard 8.1: Preparation of Stocks

8.1.1 Prepare a variety of stocks using various cooking methods.

8.1.2 Properly cool, hold and store stocks.

Performance Standard 8.2: Preparation of Sauces

8.2.1 Prepare mother sauces and derivative small sauces.

8.2.2 Utilize a variety of thickening methods/agents.

8.2.3 Properly cool, hold and store sauces.

Performance Standard 8.3: Preparation of Soups

8.3.1 Prepare a variety of clear, thick, and specialty soups using a variety of cooking methods.

8.3.2 Properly cool, hold and store soups.

CONTENT STANDARD 9.0: COOKING METHODS

Performance Standard 9.1: Dry Heat, Moist Heat, and Combination Cooking Methods

9.1.1 Explain and demonstrate methods of dry heat cooking with and without fat.

9.1.2 Explain and demonstrate methods of moist heat cooking.

9.1.3 Explain and demonstrate methods of combination cooking.

CONTENT STANDARD 10.0: FRONT-OF-THE-HOUSE PROCEDURES

Performance Standard 10.1: Service Styles

10.1.1 Display a variety of table settings.

10.1.2 Perform a variety of service styles.

10.1.3 Identify and use proper techniques for greeting, seating, and presenting the menu to customers.

10.1.4 Align menu types to service styles.

Performance Standard 10.2: Beverage Service

10.2.1 Prepare and serve a variety of hot and cold beverages.

10.2.2 Properly hold and store beverages.

CONTENT STANDARD 11.0: BUSINESS OPERATIONS IN THE FOODSERVICE INDUSTRY

Performance Standard 11.1: Entrepreneurship Opportunities

11.1.1 Discuss components of a business plan.

11.1.2 Investigate support networks for entrepreneurship Identify business opportunities.

11.1.3 Identify issues that impact business and personal finances.

Performance Standard 11.2: Marketing Strategies

11.2.1 Describe various marketing techniques utilized in the foodservice industry.

11.2.2 Create a marketing tool utilizing a menu.

Performance Standard 11.3: Professional Organizations

11.3.1 Explore student and professional organizations associated with the foodservice industry.

11.3.2 Participate in a student and/or professional organization function.

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CONTENT STANDARD 1.0: RECOGNIZE ROLES, RESPONSIBILITIES, AND HEALTHY PARENTING PRACTICES

Performance Standard 1.1: Examine The Structure, Roles, And Functions Of Families

1.1.1 Identify the family structure and the ways families can be formed.
1.1.2 List functions of the family.
1.1.3 Explain how families have changed over the years.
1.1.4 Describe stages of the family life cycle.
1.1.5 Discuss the phenomenon of grandparents raising grandchildren.
1.1.6 Explain influences that make each family unique.

Performance Standard 1.2: Analyze Factors that Pertain to Parenting Readiness

1.2.1 Identify qualities needed by effective parents.
1.2.2 Identify the multiple roles of parents.
1.2.3 Explain the contributing factors to parenting readiness (emotional, financial, physical, intellectual/education).
1.2.4 Explain the reasons to plan for parenthood.
1.2.5 Describe the vital role of parents in children's development.
1.2.6 Identify the rewards and responsibilities of parenting.
1.2.7 Explain the decision-making process related to becoming parents.
1.2.8 Discuss parenting choices and decisions.
1.2.9 Describe challenges and risks teens parents face today.
1.2.10 Evaluate reasons some people choose not to parent.

Performance Standard 1.3: Examine the Realities of Becoming a Parent

1.3.1 Explain popular myths about parenting.
1.3.2 Explain personal adjustments for parenting.
1.3.3 Identify parenting roles throughout the life cycle.
1.3.4 Calculate the financial responsibilities of parenthood at various stages of the family life cycle.
1.3.5 State the legal responsibilities of parents through the life cycle.
1.3.6 Evaluate options for the physical care of children.
1.3.7 Compare the effects of career options on lifestyle and child rearing.
1.3.8 Apply management processes to balance home and work responsibilities.

Performance Standard 1.4: Explore Parental Responsibility to Nurture, Guide And Discipline

1.4.1 Explain how children learn behavior patterns.
1.4.2 Define guidance, discipline, and consequences.
1.4.3 Compare short-term and long-term outcomes of guidance, discipline, and consequences.
1.4.4 Compare various parenting styles.
1.4.5 Identify the importance of age-appropriate expectations.
1.4.6 Explain how individual differences, relationships, and situations influence choice of guidance and discipline techniques.
1.4.7 Demonstrate appropriate communication skills at various stages of development.
1.4.8 Discuss ways to encourage children to express feelings.

1.4.9 Evaluate nurturing practices that support growth and development.
1.4.10 Practice positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior.

CONTENT STANDARD 2.0: ANALYZE PHYSICAL AND EMOTIONAL FACTORS RELATED TO STARTING A FAMILY

Performance Standard 2.1: Examine the Biological Process of Human Development

2.1.1 Identify factors that influence family planning decisions.
2.1.2 Explain the male and female role in reproduction.
2.1.3 Explain the importance of pre-pregnancy health of mother and father.
2.1.4 Explain the role of heredity and genetics.
2.1.5 Identify causes of infertility.
2.1.6 Explain legal and ethical impacts of reproductive technology.
2.1.7 Research alternatives to biological parenthood.

Performance Standard 2.2: Examine Pregnancy Prenatal Development

2.2.1 Describe the process of conception.
2.2.2 Describe highlights of month-by-month prenatal development.
2.2.3 Identify signs that may indicate pregnancy.
2.2.4 Describe physical and emotional changes that occur during pregnancy.
2.2.5 Identify factors contributing to the overall health of the mother and father.
2.2.6 Explain the father's role during pregnancy.
2.2.7 Describe complications that may occur during pregnancy.

Performance Standard 2.3: Analyze Prenatal Care that Affect the Health of the Parents and the Child

2.3.1 Explain the importance of quality prenatal medical care early in pregnancy.
2.3.2 Describe medical care needed.
2.3.3 Evaluate nutritional needs during pregnancy.
2.3.4 Explain why proper weight gain is important.
2.3.5 Explain the importance of exercise.
2.3.6 Identify factors that increase health risks to mother and baby.

Performance Standard 2.4: Examine Childbirth Preparation

2.4.1 Explain the benefits of prepared childbirth classes.
2.4.2 Compare childbirth methods.
2.4.3 Compare available birthing options and financial obligations.
2.4.4 Determine essential baby supplies for the newborn.
2.4.5 Compare breast-feeding and bottle-feeding.
2.4.6 Explain parental leave.
2.4.7 Identify factors to consider when selecting a doctor for the baby.

Performance Standard 2.5: Examine the Process of Labor and Delivery

2.5.1 Describe the signs of labor.

2.5.2 Explain common procedures before, during and after birth.
2.5.3 Identify key events during the stages of labor.
2.5.4 Explain the importance of bonding.
2.5.5 Describe appropriate post-natal care for mother.
2.5.6 Describe the father's role during childbirth and post-natal period.
2.5.7 Explain the role of family in the birthing process.

CONTENT STANDARD 3.0: ANALYZE GROWTH AND DEVELOPMENT OF CHILDREN

Performance Standard 3.1: Recognize Changes During the First Days After Birth

3.1.1 Describe the appearance and abilities of a newborn.
3.1.2 Demonstrate proper techniques to caring for a newborn.
3.1.3 Describe a newborn's sleeping habits.

Performance Standard 3.2: Analyze the Development of Infants from Birth to One Year

3.2.1 Describe physical, emotional, social, and intellectual development of infants.
3.2.2 List strategies to enhance development of infants through activities and play.
3.2.3 Investigate the nutritional needs of infants.
3.2.4 Investigate hygiene, health and safety needs of infants.
3.2.5 Identify preventive health care resources.
3.2.6 Research developmental theories of infants.
3.2.7 Report brain research related to infant learning and development.
3.2.8 Describe strategies to meet individual developmental challenges and special needs.
3.2.9 Practice infant care using baby simulator or other hands-on experience.

Performance Standard 3.3: Examine the development in Toddlers and Preschoolers

3.3.1 Describe physical, emotional, social, and intellectual needs and growth patterns.
3.3.2 Describe strategies to enhance development of children through activities and play.
3.3.3 Prepare developmentally appropriate activities and instructional aids.
3.3.4 Plan and supervise play and other activities to help children grow and develop.
3.3.5 Explain the nutritional needs of young children.
3.3.6 Plan and supervise age-appropriate food experiences.
3.3.7 Explain hygiene, health, and safety needs of young children.
3.3.8 Identify preventive health care resources.
3.3.9 Research developmental theories in growth and development of children.
3.3.10 Outline brain research related to early childhood learning and development.
3.3.11 Plan, organize, and operate a preschool and/or other teaching experience.
3.3.12 Plan and organize activities that are age-appropriate for preschoolers.
3.3.13 Document observations in a daycare, preschool or early childhood setting.

Performance Standard 3.4: Explore the Connection Between Nutrition and Wellness in Children

3.4.1 Discuss malnutrition, under-nutrition, over-nutrition issues.

3.4.2 Summarize mental health characteristics

Performance Standard 3.5: Explore Influences of Culture and Environment on Growth and Development

3.5.1 Investigate how children are viewed in a variety of ethnicities and cultures
3.5.2 Explain how culture and ethnicity influence child-rearing practices
3.5.3 Describe personal attitudes that influence cultural bias
3.5.4 Identify risk factors that affect child well-being
3.5.5 Explain the impact of social, economic and technological forces on growth and development
3.5.6 Relate the effects of life events on physical and emotional development
3.5.7 Compare the short-term and long-term effects of these risk factors on development, school performance, and quality of life
3.5.8 Associate negative outcomes with risk factors of young children
3.5.9 Locate community resources enhance child well-being and strengthen

CONTENT STANDARD 4.0: RECOGNIZE CHALLENGES FACED BY FAMILIES

Performance Standard 4.1: Explore Child Care Services

4.1.1 List factors affecting child-care decisions.
4.1.2 Identify available child-care alternatives.
4.1.3 Compare costs vs. quality related to child care options.
4.1.4 Compare criteria for evaluating quality child-care services.
4.1.5 Evaluate child-care services available to parents.
4.1.6 Describe common concerns of parents who use substitute child care.

Performance Standard 4.2: Examine the Impact of the Family Stressors

4.2.1 Identify methods of managing various stress and crisis situations.
4.2.2 Explain the effects of the loss of a child.
4.2.3 Explain the effects of parental death and divorce on children.
4.2.4 Research the effects of children raised in single parent, and blended households.
4.2.5 Describe the effects of substance abuse and domestic violence.
4.2.6 Identify stressors related to caring for a child with developmental challenges and special needs.
4.2.7 List resources available to meet the needs of children with developmental challenges and special needs.
4.2.8 Explain the effects of job loss and financial crises on the family.
4.2.9 Summarize community resources available for parents.

Performance Standard 4.3: Examine Child Abuse and Neglect

4.3.1 Define child abuse and child neglect.
4.3.2 Review current laws related to parenting.
4.3.3 Identify factors that contribute to situations of child abuse and neglect.
4.3.4 Describe outcomes of child abuse and child neglect.
4.3.5 Research strategies for managing anger, frustration, separation, and loss.
4.3.6 Discuss legal responsibilities for reporting suspected child abuse and neglect.

4.3.7 Develop a STOP the Violence or Advocacy FCCLA STAR Event project.

Performance Standard 4.4: Research Sources of Parenting Information, Support and Assistance

4.4.1 Explain the needs for parenting information, support, and assistance.
4.4.2 Identify components of an effective parenting support system.
4.4.3 Locate community resources of parenting information, support, and assistance.
4.4.4 Evaluate external support systems that provide services to parents.

CONTENT STANDARD 5.0: EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 5.1: Explain Available in Careers Related to Young Children

5.1.1 Identify career opportunities in child-related fields.
5.1.2 Describe trends that affect child-related careers.
5.1.3 Research early childhood careers and career ladders or pathways.
5.1.4 Explain rewards and challenges of working with young children.
5.1.5 Describe how to find secure employment.
5.1.6 Explain the benefits of participating in student and/or professional organizations.
5.1.7 Complete a FCCLA Career Connection or Leaders at Work project.

CONTENT STANDARD 6.0: INVESTIGATE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 6.1: Explore Various Career Paths within Early Childhood Services

6.1.1 Identify a variety of early childhood professions.
6.1.2 Describe the roles and functions of individuals engaged in early childhood education, and services.
6.1.3 Identify opportunities for employment and entrepreneurial endeavors.
6.1.4 Compare the job outlook for various careers in early childhood.

Performance Standard 6.2: Explore Career Opportunities in Various Types of Child Care Settings

6.2.1 Identify various types of child care and early education programs.
6.2.2 Compare the functions and purposes of child care facilities.
6.2.3 Determine the roles and functions of individuals engaged in child care services.
6.2.4 List career options and employment opportunities in child care services.
6.2.5 Explain the purpose and importance of program accreditation and licensure.

Performance Standard 6.3: Examine the Qualifications for Career Paths in Early Childhood Professions

6.3.1 Identify professional qualifications necessary for various occupations in early childhood professions.
6.3.2 Compare educational requirements of various levels of early childhood professions.
6.3.3 Describe certification and continuing education opportunities for early childhood professions.
6.3.4 Describe personal characteristics and qualifications needed to work with young children.

CONTENT STANDARD 7.0: ANALYZE GROWTH AND DEVELOPMENT OF THE YOUNG CHILD

Performance Standard 7.1: Review Childhood Development Theories and Developmental Stages of Children

7.1.1 Identify and review the various developmental theories.
7.1.2 Identify and review the ages and developmental stages/domains of children.
7.1.3 Review developmental goals.
7.1.4 Review brain development.
7.1.5 Review the impact of childhood experiences on brain development.

Performance Standard 7.2: Observe and Record the Behavior of Infants and Young Children

7.2.1 Name assessment purposes.
7.2.2 Outline appropriate assessment criteria.
7.2.3 Select assessment method critique standardized assessment.
7.2.4 Practice recording various observational forms.
7.2.5 Explain appropriate use of observational records.
7.2.6 Record objective observations.
7.2.7 Explain and use observational records to plan curriculum which is age appropriate.

CONTENT STANDARD 8.0: PROMOTE POSITIVE GUIDANCE OF THE YOUNG CHILD

Performance Standards 8.1: Demonstrate Techniques for Positive Guidance and Discipline

8.1.1 Apply positive behavior management techniques.
8.1.2 Describe developmentally appropriate guidance and discipline guidelines.
8.1.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
8.1.4 Demonstrate acceptance of children's feelings.
8.1.5 Assist in developing independence through self-help routines.
8.1.6 Assist children in learning problem-solving skills.
8.1.7 Identify problem behaviors.

Performance Standard 8.2: Development Skills for Promoting Positive Relationships with Parents and Caregivers

8.2.1 Explain anti-bias approach.
8.2.2 Identify strategies for constructive and supportive interactions with families.
8.2.3 Establish positive communication with parents and caregivers.
8.2.4 Create a newsletter for families about their children's experiences.
8.2.5 Compile a list of strategies for linking the home and the early childhood programs.

CONTANT STANDARD 9: DEMONSTRATE DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD SERVICES

Performance Standard 9.1: Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests

9.1.1 Identify activity planning needs based upon observations of infants, toddlers and young children.
9.1.2 Assist with the planning of developmentally appropriate activities that promote exploration, discovery, and development.
9.1.3 Plan and develop various learning materials.
9.1.4 Assist in the planning and implementation of schedules, routines, and transitions.
9.1.5 Plan clearly defined, age appropriate activities for infants, toddlers, and young children.
9.1.6 Teach and evaluate health and safety curriculum topic.
9.1.7 Evaluate curricula activities and revise as needed.

Performance Standard 9.2: Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Cognitive, Social, Emotional and Language Growth

9.2.1 Explain the importance of various types of play in the lives of young children.
9.2.2 Compare the various types of play through early childhood.
9.2.3 Teach developmentally appropriate activities that promote (large and small motor skills) (languages and literacy) (math and science skills) (social skills) (creative expression).

Performance Standard 9.3: Examine Developmental Levels Using Assessment Tools Curricular Planning Purposes

9.3.1 Identify assessment tools and their purposes.
9.3.2 Conduct age-appropriate assessments for developmental levels.
9.3.3 Recognize biological, cultural and environmental influences when assessing children’s development.
9.3.4 Interpret assessment results.
9.3.5 Choose activities based on assessment results.

Performance Standard 9.4: Development Working with Young Children with Special Needs

9.4.1 Identify signs of physical, behavioral, and developmental delays.
9.4.2 Describe characteristics related to young children with special needs.
9.4.3 Research strategies for the inclusion of young children with special needs.
9.4.4 Identify activities for young children with special needs.
9.4.5 Adapt lesson plans to accommodate young children with special needs.
9.4.6 Explain the role of the professional in working with young children who have special needs.
9.4.7 Identify agencies or individuals that can assist young children with special needs.

CONTENT STANDARD 10: ESTABLISH AND MAINTAIN A SAFE NAD HEALTHFUL LEARNING ENVIRONMENT

Performance Standard 10.1: Demonstrate a Safe Learning Environment for Children

10.1.1 Identify factors that contribute to a safe early childhood indoor/outdoor environment.
10.1.2 Describe field trip safety rules and procedures.

10.1.3 Manage physical space to maintain a safe and healthy learning environment.
10.1.4 Demonstrate state and local regulations that support safe and healthy practices.
10.1.5 Explain information on security, emergency and medical procedures.
10.1.6 Discuss with children safety rules and making safe choices.
10.1.7 Practice strategies to teach children personal safety habits.
10.1.8 Practice security, emergency, and medical procedures with staff and children.
10.1.9 Follow established safety procedures for indoor/outdoor equipment.

Performance Standard 10.2: Provide and Maintain a Healthy Environment for Children

10.2.1 Assist in meeting general hygiene needs of infants, toddlers, and children.
10.2.2 Demonstrate and model correct hand washing and diaper changing procedures.
10.2.3 Explain typical illness policies for early childhood programs.
10.2.4 Identify signs of illness, allergies, body temperature, and/or discomfort in infants, toddlers, and children.
10.2.5 Research health policies, practices, and procedures for employees and children.
10.2.6 Discuss the importance of childhood immunizations.
10.2.7 Acquire an Infant-Child CPR/first aid certificate.
10.2.8 Identify symptoms and behaviors of child abuse and neglect.
10.2.9 Discuss the legal responsibility of employees in reporting suspected child abuse and neglect.

Performance Standard 10.3: Recognize Food Experiences for Children that Promote Healthy Eating

10.3.1 Identify the nutritional needs of infants, toddlers, and children.
10.3.2 Assist in planning, preparing, and serving nutritious snacks and meal.
10.3.3 Identify cultural issues that impact feeding young children.
10.3.4 Develop activities for children to assist with the preparation of snacks and meals.
10.3.5 Incorporate strategies for introducing new foods.
10.3.6 Assist children in developing table manners and positive eating habits.
10.3.7 Identify appropriate feeding utensils for young children.

CONTENT STANDARDS 11: DEVELOP EMPLOYMENT ABILITY SKILLS IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 11.1: Demonstrate Skills Needed to Obtain Employment

11.1.1 Assess personal interests and aptitudes.
11.1.2 Identify personal career goals.
11.1.3 Locate and utilize employment resources.
11.1.4 Complete personal resume, job applications, simulated interviews, and follow-up procedures.
11.1.5 Demonstrate positive interpersonal communication skills.
11.1.6 Create an employment portfolio for early childhood professions.

Performance Standard 11.2: Explore Skills Needed to Maintain Employment

11.2.1 Review employer expectations regarding job performance, work habits, attitudes, personal appearance and hygiene.

11.2.2 Demonstrate professional work habits and attitudes.
11.2.3 Practice working cooperatively in a team environment.
11.2.4 Demonstrate decision making and problem-solving skills.
11.2.5 Discuss balancing work life and personal life.
11.2.6 Review and analyze the NAEYC Code of Ethical Conduct.

Performance Standards 11.3: Recognize Skills Needed to Advance in Employment

11.3.1 Identify opportunities and resources to continue education and training.
11.3.2 Summarize leadership opportunities in early childhood professions.
11.3.3 Evaluate factors involved in considering a new position.
11.3.4 Demonstrate skills needed to positively terminate employment.

Performance Standards 11.4: Demonstrate Professional Practices and Standards Related to Working with Children

11.4.1 Outline how a legislative bill is passed.
11.4.2 Identify current issues and legislation relating to early childhood professions.
11.4.3 Compare federal, state, and local standards, policies, regulations and laws that impact early childhood professions.
11.4.4 Practice advocating for legislation affecting young children.
11.4.5 Apply professional ethical standards when working with children.
11.4.6 Practice enthusiasm, initiative, and commitment to program goals.

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CONTENT STANDARD 1.0: DEVELOP AND AWARENESS OF CAREERS

Performance Standard 1.1: Analyze the Concept of a Career

1.1.1 Explain the process individuals use to adapt to change.
1.1.2 Discuss lifelong learning as it relates to lifestyles and the lifecycle.
1.1.3 Investigate how the economy affects careers in the workplace.

Performance Standard 1.2: Analyze the Importance of Careers

1.2.1 List the reasons people work.
1.2.2 Compare the differences between a job, occupation, and a career.
1.2.3 Investigate the impact of the changing workplace throughout the lifespan.

Performance Standard 1.3: Analyze the Different Types of Working

1.3.1 Evaluate entrepreneurism as a possible career choice.
1.3.2 Discuss the differences between careers that sell goods and careers that provide services.
1.3.3 Compare home-based careers to work-based careers.
1.3.4 Research the impact technology has on the work environment.
1.3.5 Evaluate future work schedules and environments.

CONTENT STANDARD 2.0: DEVELOP SELF-AWARENESS RELATED TO CAREERS

Performance Standard 2.1: Analyzed Individual Differences that Impact Career Choice

2.1.1 Assess personal interests and skills needed for success (in business).
2.1.2 Assess personal strengths and weaknesses.
2.1.3 Compare aptitudes as they pertain to career choice.
2.1.4 Describe the nature of emotional intelligence.
2.1.5 Identify personal values.
2.1.6 Set personal goals.
2.1.7 Perform assessments to identify personality types.
2.1.8 Review the multiple intelligences.
2.1.9 Summarize individual learning styles.
2.1.10 Discuss the effect of gender on career choice.

Performance Standard 2.2: Apply Decisions-Making Skills to Navigate Career Choice

2.2.1 Review the decision-making process.
2.2.2 Compare the individual differences of potential career choices.
2.2.3 Predict the impact of career choices on future lifestyles.
2.2.4 Describe desired personal lifestyle for the future.
2.2.5 Define the concept of success.
2.2.6 Describe influences on career choices.

Performance Standard 2.3: Develop Leadership Skills Appropriate for the Workplace

2.3.1 Explain the concept of self-esteem vs. self-concept.

2.3.2 Recognize personal biases and stereotypes.
2.3.3 Contrast different leadership styles used in the workplace.
2.3.4 4. Explain the need for innovation skills.
2.3.5 Maintain appropriate personal appearance.
2.3.6 Demonstrate systematic behavior.
2.3.7 Discuss community service and service learning as part of leadership.
2.3.8 Defend the importance of being actively involved in a student organization.
2.3.9 Practice leadership skills.
2.3.10 Demonstrate problem-solving skills.
2.3.11 Participate as a team member.

CONTENT STANDARD 3.0: Analyze A Career Through Personal Exploration

Performance Standard 3.1: Explore Career Clusters

3.1.1 Illustrate the Arts and Communications cluster.
3.1.2 Explain employment opportunities in the Business and Management cluster.
3.1.3 Investigate the Health Care cluster.
3.1.4 Classify the Human Resources cluster.
3.1.5 Diagram the Engineering and Industrial Systems cluster.
3.1.6 Investigate careers within the Agriculture and Natural Resources cluster.
3.1.7 Evaluate potential careers related to Family and Consumer Sciences.

Performance Standard 3.2: Examine a Potential Career Pathway to Determine the Knowledge, Skills, and Attitudes Required

3.2.1 Select a personal career pathway.
3.2.2 Research a career pathway.
3.2.3 Identify professional qualifications necessary for chosen career pathway.
3.2.4 Compare educational requirements of various levels in career pathway.
3.2.5 Describe certification and continuing education opportunities in career pathway.
3.2.6 Describe personal characteristics and qualifications needed to work in career pathway.
3.2.7 Identify sources of career information.
3.2.8 Identify tentative occupational interests.

CONTENT STANDARD 4.0: EXPLORE OPTIONS TO ACHIEVE A CAREER GOAL WITHIN CAREER PATHWAY

Performance Standard 4.1: Examine Post-Secondary Education and Training Options

4.1.1 Review various post-secondary education and training choices.
4.1.2 Outline potential credentialing for career choice such as: licensing, on- site experience, apprenticeship, and/or associate, bachelor, master, and doctoral degrees.
4.1.3 Connect potential education choices to meet career goals.
4.1.4 Practice filling out paper and online application forms.

4.1.5 Calculate costs of the selected option.

Performance Standard 4.2: Explore Financial Options for Post-Secondary Education and Training

4.2.1 Identify potential financial options.
4.2.2 Compare potential services/programs to assist with financial options.
4.2.3 Identify sources for scholarships that match personal characteristics and goals.
4.2.4 Practice filling out the FAFSA form to obtain grants/loans.
4.2.5 Evaluate options within the military.
4.2.6 Assess the option of working while gaining post-secondary education/training.
4.2.7 Develop a spending plan for post-secondary education/training.

Performance Standard 4.3: Demonstrate Goal Setting By Developing a Plan Leading to a Career

4.3.1 Develop short and long term goals to reach career goal.
4.3.2 Develop a career plan that outlines the steps needed to reach the career goal.
4.3.3 Complete STAR Event “Career Investigation” project.

CONTENT STANDARD 5.0: DEMONSTRATE SKILLS NECESSARY TO ENTER THE WORKFORCE

Performance Standard 5.1: Demonstrate Job-Seeking Skills That Lead to the Workforce

5.1.1 Create a cover letter appropriate for a specific career.
5.1.2 Complete job applications to become familiar with the hiring process.
5.1.3 Identify potential references.
5.1.4 Create a list of personal competencies and/or transferrable skills (certifications, licenses, etc.).
5.1.5 Create a current electronic and/or paper resume for use in gaining employment.
5.1.6 Demonstrate appropriate clothing choice and personal hygiene associated with gaining employment.
5.1.7 Demonstrate appropriate interview etiquette through mock interviews.
5.1.8 Demonstrate proper handshakes.
5.1.9 Discuss ways to overcome negative obstacles that may arise during background checks, history, and/or employment gaps.
5.1.10 Practice writing a follow-up letter for use after an application or interview.
5.1.11 Create an appropriate letter of resignation.

Performance Standard 5.2: Explore Resources for the Job Opportunities

5.2.1 Investigate employment agencies for job openings.
5.2.2 Evaluate job sites found online.
5.2.3 Identify private agencies within the community.
5.2.4 Locate classified advertisements in the newspaper.
5.2.5 Contrast costs and benefits associated with each of the resources.

Performance Standard 5.3: Create a Job-Seeking Portfolio

5.3.1 Develop a job search plan.
5.3.2 Display examples of job-seeking skills from 5.01 Cover letter, Job application, Resume, Document of Transferrable Skills, Follow-up letter, Resignation latter).
5.3.3 Display work samples or support materials of skills such as newspaper clippings and/or awards.
5.3.4 Collect three (3) letters of recommendation (character, academic, work- related).
5.3.5 Display assessments and aptitudes.

CONTENT STANDARD 6.0: DEMONSTRATE EMPLOYABLE SKILLS FOR THE WORKPLACE

Performance Standard 6.1: Analyze Ethics Related to the Workplace

6.1.1 Discuss work ethics important in the workplace.
6.1.2 Practice skills needed for effective teamwork.
6.1.3 Defend the concept of confidentiality in the workplace.
6.1.4 Practice personal character traits conducive to the workplace.
6.1.5 Demonstrate proper etiquette for the workplace.
6.1.6 Practice proper technology ethics.
6.1.7 Demonstrate responsible behavior.
6.1.8 Demonstrate honesty and integrity.
6.1.9 Demonstrate ethical work habits.

Performance Standard 6.2: Demonstrate Effective Communication Skills Appropriate to Workplace Settings

6.2.1 Explain the nature of effective communications.
6.2.2 Compare aspects and the value of verbal, nonverbal, listening, and written communication.
6.2.3 Explain communication techniques that support and encourage a speaker.
6.2.4 Define and demonstrate active listening skills.
6.2.5 Demonstrate effective eye contact during conversations and presentations.
6.2.6 Practice telephone skills to use in the workplace.
6.2.7 Demonstrate appropriate interpersonal skills through compromise, conflict resolution, team building, and behavior management.
6.2.8 Demonstrate empathy for others.
6.2.9 Demonstrate cultural sensitivity.
6.2.10 Assess the advantages of being multilingual.
6.2.11 Describe etiquette involved with leaving a position.
6.2.12 Outline procedures involved with leaving a position
6.2.13 Practice basic communication technology

Performance Standard 6.3: Apply Information Literacy Skills to Increase Workplace Efficiency and Effectiveness

6.3.1 Assess information needs.

6.3.2 Obtain needed information efficiently.
6.3.3 Evaluate quality and source of information.
6.3.4 Apply information to accomplish a task
6.3.5 Store information for future use.

Performance Standard 6.4: Demonstrate Job Keeping Skills and Advance Opportunities for Advancement

6.4.1 Identify desirable personality traits important to employment.
6.4.2 Demonstrate self-confidence.
6.4.3 Demonstrate interest and enthusiasm.
6.4.4 Demonstrate initiative.
6.4.5 Demonstrate professionalism in attire, hygiene, attitude, and attendance.
6.4.6 Categorize the aspects of customer service.
6.4.7 Discuss the concept of taking responsibility for career success and advancement.
6.4.8 Investigate the career ladder for advancement.
6.4.9 Demonstrate an awareness of employer expectations for a job.
6.4.10 Research company resources to ascertain policies and procedures.
6.4.11 Investigate employer expectations.
6.4.12 Identify sources that provide relevant, valid written material.
6.4.13 Extract relevant information from written materials.
6.4.14 Apply written directions to achieve tasks.
6.4.15 Utilize information-technology tools to manage and perform work responsibilities (word processing, presentation applications, information systems, etc.)

Performance Standard 6.5: Analyze Legal Issues Prominent in the Workplace

6.5.1 Explain the rights of workers.
6.5.2 Identify the types of harassment and strategies to reduce it.
6.5.3 Investigate the impact of employee theft on the individual and the business.
6.5.4 Discuss diversity as a legal issue in the workplace.
6.5.5 Describe employee's and employer's responsibilities.

Performance Standard 6.6: Demonstrate Safety in the Workplace

6.6.1 Review workplace safety plans, codes, and practices.
6.6.2 Assess the importance of healthy employees in the workplace.
6.6.3 Define workers compensation.
6.6.4 Compare insurance plans for a specific career.
6.6.5 Summarize protective equipment for specific careers.
6.6.6 Identify safety regulators such as OSHA.
6.6.7 Practice basic first-aid skills necessary in the workplace.
6.6.8 Demonstrate emergency safety plans and practices.

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CONTENT STANDARD 7.0: EXAMINE THE RELATIONSHIP BETWEEN WORK AND FAMILY

Performance Standard 7.1: Analyze the Impact of Family on Career Goals

7.1.1 Compare the different family types and the dynamics of each.
7.1.2 Identify personal family goals.
7.1.3 Discuss the importance of having a family compatible career.
7.1.4 Discuss the concept of balancing work and family lives.

Performance Standard 7.2: Explore Management of Family Resources

7.2.1 Identify responsibilities related to housing and how to manage them
7.2.2 Formulate strategies for managing food and nutrition needs.
7.2.3 Assess clothing needs as related to personal, family and career goals.
7.2.4 Assess transportation needs.
7.2.5 Evaluate the amount of potential leisure time and how it will be spent.
7.2.6 Discuss the impact family changes have on balancing family and work responsibilities.
7.2.7 Develop a personal budget.
7.2.8 Explain types of investments.
7.2.9 Evaluate the option of investing money.
7.2.10 Describe types of financial-services providers.
7.2.11 Discuss considerations in selecting financial-services provider.

Performance Standard 7.3: Analyze Methods of Family Management

7.3.1 Discuss the importance of managing the different aspects of family life.
7.3.2 Explain the importance of communication within the family.
7.3.3 Review the components of the management process: values, goals, resources, decision-making, planning, implementing, and evaluating.
7.3.4 Identify techniques used for time management.
7.3.5 Describe techniques for stress management.
7.3.6 Evaluate the disbursement of household duties.

Performance Standards 7.4: Analyze Expected Income to Reach Lifelong Goals

7.4.1 Identify personal needs and wants.
7.4.2 Explain the nature of financial needs.
7.4.3 Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.)
7.4.4 Explain the purposes and importance of credit.
7.4.5 Demonstrate the wise use of credit.
7.4.6 Validate credit history.
7.4.7 Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
7.4.8 Prepare bank account documents.
7.4.9 Maintain financial records.
7.4.10 Read and reconcile bank statements.

7.4.11 Describe functions of money (medium of exchange, unit of measure, store of value, etc.)
7.4.12 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.)
7.4.13 Interpret a paystub.
7.4.14 Calculate the difference between gross and net wages.
7.4.15 Calculate potential taxes deducted from a specific salary.
7.4.16 Prepare personal income tax forms.
7.4.17 Explain the time value of money.
7.4.18 Explain legal responsibilities associated with financial exchanges.
7.4.19 Compare the earning cycle to the family lifecycle.
7.4.20 Identify strategies for financial management.
7.4.21 Investigate the cost of insurance for a family.
7.4.22 Explain the importance of saving money.
7.4.23 Research financial needs to reach retirement.
7.4.24 Explain the nature of tax liabilities.
7.4.25 Outline strategies to protect against identify theft.
7.4.26 Set financial goals.

CONTENT STANDARD 8.0: EXAMINE CONCEPTS, TOOLS, AND STRATEGIES USED TO EXPLORE, OBTAIN AND DEVELOP IN A BUSINESS CAREER

Performance Standard 8.1: Analyze The Role of the Entrepreneur in the US Economy

8.1.1 Explain what entrepreneurs do.
8.1.2 Compare entrepreneurship to working for a business.
8.1.3 Explain the effect of entrepreneurship on business.

Performance Standard 8.2: Investigate Available Opportunities for Entrepreneurs

8.2.1 Research resources available to entrepreneurs
8.2.2 Explain career opportunities in business
8.2.3 Explain career opportunities in entrepreneurship

Performance Standard 8.3: Evaluate Characteristics of Entrepreneurs

8.3.1 Assess personal interests and skills needed for success in business.
8.3.2 Identify skills need by entrepreneurs.
8.3.3 Explain the investment needed to start an enterprise.
8.3.4 Compare the challenges and rewards of owning a business.

CONTENT STANDARD 9.0: ANALYZE ECONOMIC PRINCIPLE AND CONCEPTS FUNDAMENTAL TO BUSINESS OPERATIONS

Performance Standard 9.1: Examine Economic Systems to be Able to Recognize the Environment in which Businesses Function

9.1.1 Explain the types of economic systems.
9.1.2 Explain the concept of private enterprise.

9.1.3 Identify factors affecting a business's profit.
9.1.4 Describe factors affecting business risk.
9.1.5 Explain the concept of competition.
9.1.6 Identify ways that technology impacts business.

Performance Standard 9.2: Explore Fundamental Economic Concepts to Obtain a Foundation for Employment in Business

9.2.1 Distinguish between economic goods and services.
9.2.2 Explain the concept of economic resources.
9.2.3 Describe the concept of economics and economic activities.
9.2.4 Contrast economic utilities created by business activities.
9.2.5 Explain the principles of supply and demand.
9.2.6 Describe the functions of prices in markets.

Performance Standard 9.3: Examine The Impact Of Government On Business Activities And Its Contributions Society

9.3.1 Explain the role of business in society.
9.3.2 Describe types of business activities.
9.3.3 Explain the relationships between government and business.

Performance Standard 9.4: Explore Operation's Role And Functions As It Relates Today-To-Day Activities

9.4.1 Explain the nature of operations.
9.4.2 Explain the concept of production.
9.4.3 Explain the role of finance in business.
9.4.4 Describe the need for financial information.
9.4.5 Explain the concept of accounting.
9.4.6 Explain the need for accounting standards.

Performance Standard 9.5: Demonstrate Knowledge of Health and Safety Regulations, Security Policies and Procedures to Minimize Loss

9.5.1 Describe health and safety regulations in business.
9.5.2 Report noncompliance with business health and safety regulations.
9.5.3 Apply proper use of equipment, tools, and machinery.
9.5.4 Apply proper safety precautions.
9.5.5 Employ a safe work environment.
9.5.6 Explain procedures for handling accidents.
9.5.7 Assess and report emergency situations.
9.5.8 Explain routine security precautions.
9.5.9 Practice established security procedures/policies.
9.5.10 Practice protection of company information and intangibles.

Performance Standard 9.6 Employment for Purchasing Business Supplies, Equipment and Services

9.6.1 Explain the nature and scope of purchasing.
9.6.2 Place orders/reorders.
9.6.3 Maintain inventory of supplies.

CONTENT STANDARD 10.0: DEVELOPMENT BUSINESS PLAN

Performance Standard 10.1: Examine Business Goals

10.1.1 Determine valid business concepts.
10.1.2 Research applicable laws related to creating a business.
10.1.3 Examine business regulations and codes.

Performance Standard 10.2: Research Business Ownership to Establish and Continue Business Operations

10.2.1 Describe sole proprietorships.
10.2.2 Describe partnerships.
10.2.3 Explain corporations as a form of ownership.
10.2.4 Describe limited liability companies.
10.2.5 Explain types of business ownership.

Performance Standard 10.3: Examine Fraud And Scams in the Business Arena

10.3.1 Explain types of business fraud and scams.
10.3.2 Examine means to detect fraud.
10.3.3 Describe agencies that assist business with fraud and scams.

Performance Standard 10.4: Investigate Business Start-Up Financing

10.4.1 Explain debt and equity financing.
10.4.2 Determine information required by investors.
10.4.3 Research options for sources of funds.
10.4.4 Calculate start-up capital needs.
10.4.5 Develop a break-even model.
10.4.6 Describe the concept of insurance.

Performance Standard 10.5: Examine Factors that Effect Business Location

10.5.1 Research community and site selection.
10.5.2 Examine options for home-based businesses.
10.5.3 Examine design factors (Interior, Exterior, Layout requirements).
10.5.4 Explain location laws, regulations and codes.

Performance Standard 10.6: Explore Marketing Role and Function in Business to Facilitate Economic Exchanges

10.6.1 Identify steps in the marketing plan.
10.6.2 Determine product strategy.

10.6.3 Recognize the importance of ongoing market research.
10.6.4 Establish price and promotion strategy.
10.6.5 Determine marketing mix/plan/objectives.
10.6.6 Develop promotional plans.
10.6.7 Explain marketing and its importance in a global economy.
10.6.8 Describe marketing functions and related activities..
10.6.9 Select and use appropriate graphic aids.
10.6.10 Identify company's brand promise.
10.6.11 Research ways of reinforcing the company's image through employee performance .
10.6.12 Create and post basic web page.

Performance Standard 10.7: Development Purchasing Procedures

10.7.1 Analyze vendor selection
10.7.2 Examine supply chain management
10.7.3 Determine reordering sequences
10.7.4 Demonstrate basic spreadsheet applications

Performance Standard 10.8: Analyze New Products Development

10.8.1 Investigate prototyping.
10.8.2 Determine production management.
10.8.3 Review Gantt Charts and PERT Diagrams.
10.8.4 Develop a distribution management plan

Performance Standard 10.9: Build a Business for Specific Business

10.9.1 Develop a business description.
10.9.2 Describe the facility.
10.9.3 Develop an organizational chart.
10.9.4 Explain essential equipment.
10.9.5 Outline supplies and purchasing procedures.
10.9.6 Describe personnel management.
10.9.7 Develop a pricing structure.
10.9.8 Develop a budget.
10.9.9 Explore laws, regulations and codes.
10.9.10 Develop an advertising campaign.

CONTENT STANDARD 11.0: Development Performance Skills

Performance Standard 11.1: Exhibit Sales Skills

11.1.1 Employ a positive attitude.
11.1.2 Practice self-control.
11.1.3 Explain the use of feedback for personal growth.
11.1.4 Practice resolving conflicts with difficult customers.
11.1.5 Practice resolving customer/client complaints.

11.1.6 Develop sales tactics.
11.1.7 Practice taking orders.
11.1.8 Practice closing the sale.
11.1.9 Use an integrated business software application package.
11.1.10 Evaluate sales performance.
11.1.11 Develop a sales assistance plan.

Performance Standard 11.2: Analyze and Apply Ethics in the Workplace

11.2.1 Identify necessary workplace ethics.
11.2.2 Explain how work ethics affect production and profits.
11.2.3 Explain the six pillars of character in the workplace.
11.2.4 Demonstrate responsible, honest, ethical work habits.

Performance Standard 11.3: Practice Workplace Etiquette and Communications Skills

11.3.1 Explain the nature of effective verbal communications.
11.3.2 Explain the nature of staff communication.
11.3.3 Choose appropriate channel for workplace communication.
11.3.4 Participate in a staff meeting.
11.3.5 Explain communication techniques that support and encourage a speaker.
11.3.6 Demonstrate active listening skills.
11.3.7 Interpret others' nonverbal cues.
11.3.8 Provide legitimate responses to inquiries.
11.3.9 Give verbal directions.
11.3.10 Employ communication styles appropriate to target audience.
11.3.11 Defend ideas objectively.
11.3.12 Write responses to customer inquiries
11.3.13 Use note-taking strategies.
11.3.14 Practice telephone calls in a business-like manner
11.3.15 Explain the nature of positive customer relations.
11.3.16 Demonstrate a customer-service mindset.
11.3.17 Practice service orientation through communication.
11.3.18 Evaluate communication techniques to cultural and social differences among clients
11.3.19 Practice communicating business policies to customers/clients.
11.3.20 Practice appropriate workplace actions.
11.3.21 Apply standards for appropriate workplace attire.
11.3.22 Practice communication etiquette.
11.3.23 Practice skills for dining in business settings.

Performance Standard 11.4: Explore Internal an External Business Correspondence to Convey And Obtain Information Effectively

11.4.1 Explain the nature of effective written communications.
11.4.2 Select and utilize appropriate formats for professional writing.

11.4.3 Edit and revise written work consistent with professional standards.
11.4.4 Write professional emails.
11.4.5 Write business letters.
11.4.6 Write informational messages.
11.4.7 Write inquiries.

Performance Standard 11.5: Demonstrate the Ability to Run a Small Business

11.5.1 Demonstrate sound business practices.
11.5.2 Demonstrate quality service practices.
11.5.3 Produce and market a product.
11.5.4 Demonstrate ethical business practices.

CONTENT STANDARD 12.0: DEVELOPMENT MANAGEMENT PRACTICES

Performance Standard 12.1: Apply Management Practices

12.1.1 Explain the concept of management.
12.1.2 Discuss the nature of information management.
12.1.3 Use appropriate assertiveness.
12.1.4 Use conflict-resolution skills.
12.1.5 Assess what management skills are needed.
12.1.6 Describe how a management plan would improve an enterprise.
12.1.7 Explain qualities and characteristics of management styles.

Performance Standard 12.2: Explain Policies And Procedures for Effective Management

12.2.1 Determine the effect of policies and procedures.
12.2.2 Design standard policies and procedures.
12.2.3 Determine organizational structure.

Performance Standard 12.3: Demonstrate Human Resources Practices

12.3.1 Discuss the nature of human resources management.
12.3.2 Orient new employees.
12.3.3 Explain the concept of leadership.
12.3.4 Determine personal vision.
12.3.5 Practice adaptability.
12.3.6 Write job specifications for business.
12.3.7 Demonstrate personal information management/productivity applications.
12.3.8 Practice employee recruitment to match job requirements.
12.3.9 Compare employee compensation package.
12.3.10 Use basic operating systems.
12.3.11 Develop a training and professional development plan.
12.3.12 Develop an achievement orientation.
12.3.13 Practice resolving personnel problems.
12.3.14 Practice employee motivation techniques.

12.3.15 Demonstrate effective team building practices.
12.3.16 Demonstrate fair treatment of others.
12.3.17 Practice positive working relationships.
12.3.18 Manage staff growth and development for increasing productivity and employee satisfaction.

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CONTENT STANDARD 1.0: HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 1.1: Careers in Hospitality and Tourism

1.1.1 List advantages and challenges of a hospitality and tourism career.
1.1.2 Identify and describe career paths, employment and entrepreneurial opportunities within the hospitality and tourism industries.
1.1.3 Explain the interdependence of all jobs to success of the industry.
1.1.4 Explain education and training experiences to meet career goals in the hospitality and tourism industry.
1.1.5 Develop industry related transferable skills required for employment and advancement.
1.1.6 Explore the role of professional organizations in the hospitality and tourism industries
1.1.7 Explore the role of professional organizations in the hospitality and tourism industries**.**

Performance Standard 1.2: Job Application Skills

1.2.1. Identify the steps involved in applying for a job.
1.2.2. Complete a job application.
1.2.3. Create a professional portfolio, including a resume and cover letter.
1.2.4. Prepare for an interview.
1.2.5. Demonstrate the interview process.

Performance Standard 1.3: Current Trends

1.3.1 Investigate current trends.
1.3.2 Evaluate the effects of current trends.
1.3.3 Recognize the personal needs of all guests, employees and stakeholders, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements, etc.).
1.3.4 Describe the impact of globalization and diversity.
1.3.5 Recognize the impact of technology trends.
1.3.6 Investigate current legal and political trends.

Performance Standard 1.4: Guest Services

1.4.1 Define “moments of truth.”
1.4.2 Define exceptional guest service.
1.4.3 Evaluate the importance of guests.
1.4.4 Articulate the needs of guests.
1.4.5 Demonstrate means of anticipating and exceeding guests needs.
1.4.6 Demonstrate methods of conflict resolution and guest recovery.

CONTENT STANDARD 2.0: BUSINESS ESSENTIALS

Performance Standard 2.1.: Business Structures

2.1.1 Describe the role of franchising, independently operated companies, and management companies.
2.1.2 Differentiate between corporate-level and property specific structure.

2.1.3 Explain the organizational structure of a hospitality and tourism business.
2.1.4 Explain the roles and responsibilities of the divisions within the organizational structure.

Performance Standard 2.2: Economic Impact

2.2.1 Examine how the industry contributes to economic development.
2.2.2 Examine the diverse segments in the industry.
2.2.3 Analyze the relationship between the industry and local, national, and international economies.
2.2.4 Explain economic factors that impact the industry.

Performance Standard 2.3: Human Resources

2.3.1 Identify the responsibilities of human resource management.
2.3.2 Discuss employee compensation, benefits, and payroll processes.
2.3.3 Understand and apply general policies, procedures and record keeping tasks.
2.3.4 Examine issues that affect human resources management.
2.3.5 Understand local, state, and federal regulations and laws, e.g. Title IX, ADA, EEOC, OSHA, required employment documentation, etc.
2.3.6 Describe human resource record keeping procedures.
2.3.7 Explain scheduling, staffing levels, training and evaluation procedures.

Performance Standard 2.4: Sales, Marketing and Accounting Concepts

2.4.1 Demonstrate the main areas of marketing (e.g. Product, Price, Place, Promotion) in the industry.
2.4.2 Define target markets and market segmentation.
2.4.3 Explore and describe the methods of marketing.
2.4.4 Describe the types of selling utilized in the industry.
2.4.5 Describe the functions within the accounting department.
2.4.6 Explain the interrelationship of operating systems between the various departments.

Performance Standard 2.5: Safety and Security

2.5.1 Explain the importance of safety and health as they relate to risk management and liability.
2.5.2 Evaluate the purpose of the Occupational Safety & Health Administration (OSHA), Hazard Analysis Critical Control Points (HACCP).
2.5.3 Identify causes of accidents and outline the responsibilities of employees for safety and accident prevention
2.5.4 Demonstrate procedures that prevent injuries and the spread of infection, illness or disease.
2.5.5 Determine the importance of an emergency plan and review an emergency plan.
2.5.6 Discuss the importance of proper documentation of incident/injury.
2.5.7 Explain the role of all employees in maintaining safety and security.
2.5.8 Describe the scope of the engineering department, room maintenance, kitchen equipment, groundskeepers, pools, etc.

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Performance Standard 2.6: Legal and Ethical Considerations

2.6.1 Examine laws and enforcement of local, state, federal, and global regulations that affect hospitality and tourism businesses.
2.6.2 Outline areas where liability issues arise.
2.6.3 Explain the industry standards of guests rights e.g. privacy, safety, common law, etc.
2.6.4 Outline an employee's personal behaviors and ethical implications in the industry.
2.6.5 Identify confidential, proprietary information of a business.

CONTENT STANDARD 3.0: LEADERSHIP SKILLS

Performance Standard 3.1: Hospitality and Tourism Management Skills

3.1.1 Exhibit critical and creative thinking skills, logical reasoning and problem solving.
3.1.2 Analyze the different management and leadership styles.
3.1.3 Determine managerial responsibilities in hospitality and tourism.
3.1.4 Discuss the importance of delegation and employee empowerment.
3.1.5 Recognize problem situations, practicing proactive vs. reactive techniques.
3.1.6 Research methods to evaluate the guests' and employees' experiences.

Performance Standard 3.2: Effective Communication Skills

3.2.1 Demonstrate effective electronic, written, verbal, and non-verbal communication skills.
3.2.2 Demonstrate positive communication in the workplace.
3.2.3 Develop effective listening skills.
3.2.4 Model effective conflict prevention and resolution skills.
3.2.5 Demonstrate professional presentation and public speaking skills.

Performance Standard 3.3: Teamwork

3.3.1 Describe teamwork and leadership concepts and skills needed to be successful in work, family and community life.
3.3.2 Demonstrate abilities to work with others.
3.3.3 Analyze the relationship between guest satisfaction and employee attitude, appearance and actions.
3.3.4 Practice team development strategies and the importance of individual roles and responsibilities.
3.3.5 Participate in student leadership organizations and activities.

CONTENT STANDARD 4.0: LODGING

Performance Standard 4.1: Types of Lodging Businesses

4.1.1 Differentiate among the types of lodging accommodations and guest amenities.
4.1.2 Evaluate the importance of property location i.e. city center, airport, and resort and associated services.
4.1.3 Explain functions and interaction of the various departments of a lodging property.

Performance Standard 4.2: Front-Office and Rooms Division

4.2.1 Explain various check-in and check-out procedures and other financial transactions.
4.2.2 Demonstrate techniques to provide information, make reservations, assist guests for

events and services, dining, child care, local travel and entertainment.

4.2.3 Analyze the steps in the guest cycle.

4.2.4 Explain the routine care and maintenance of rooms, public areas and offices.

4.2.5 Identify housekeeping tasks required in various locations of the property.

4.2.6 Differentiate between clean and sanitary.

4.2.7 Demonstrate the appropriate use and storage of equipment, tools and supplies.

4.2.8 Apply management skills to housekeeping and laundry tasks including PAR levels, purchasing, storage, scheduling, and sustainability.

4.2.9 Calculate Rev-PAR (revenue per available room), occupancy rate, and yield percentage.

CONTENT STANDARD 5.0: FOOD AND BEVERAGE

Performance Standard 5.1: Foundational Knowledge and Skills of Food and Beverage Operations

5.1.1 Examine food and beverage operations in various contexts.

5.1.2 Compare and contrast the classification of food services operations.

5.1.3 Explain front- and back-of-the-house operations and positions.

5.1.4 Research cultural and dietary needs in regard to menu development.

5.1.5 Evaluate components of menu design.

5.1.6 Explain the importance of proper sanitation in food and beverage operations.

5.1.7 Examine the equipment and supplies used in food and beverage operations.

5.1.8 Demonstrate proper presentation, serving skills, and proper table setup.

5.1.9 Explain the different styles of room set up options for catered events.

5.1.10 Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers' markets, birthday parties, etc.).

5.1.11 Classify the forms and records necessary in event planning.

IDAHO AUTOMOTIVE TECHNOLOGY FOUNDATIONAL PROGRAM STANDARDS

2014

CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures.
1.1.2 Utilize safe procedures for handling of tools and equipment.
1.1.3 Identify and use proper placement of floor jacks and jack standards.
1.1.4 Identify and use proper procedures for safe vehicle life operation.
1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.6 Identify marked safety areas.
1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other safety equipment.
1.1.8 Identify the location and use of eye wash stations.
1.1.9 Identify the location of the posted evacuation routes.
1.1.10 Comply with the required use of safety glasses, ear protection, gloves and shoes during lab/shop activities.
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Identify safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
1.1.14 Identify safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, injection systems, etc.)
1.1.15 Locate and interpret safety data sheets (SDS).
1.1.16 Handle and dispose of hazardous waste and materials.
1.1.1 Describe general shop safety rules and procedures.

Performance Standard 1.2: Identify and Utilize Proper Tools

1.2.1 Identify tools and their usage in automotive applications.
1.2.2 Identify standard and metric designations and fasteners.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
1.2.5 Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicate, dial-caliper).

CONTENT STANDARD 2.0: PERFORM BASIC VEHICLE SERVICE

Performance Standard 2.1: Identify and Utilize Vehicle Service Information

2.1.1 Locate and utilize paper and/or electronic service information.
2.1.2 Locate and utilize Technical Service Bulletins (TSBs).
2.1.3 Demonstrate knowledge of special service messages, quotes, service campaigns/recalls,

vehicle/service warranty applications and service interval recommendations.

2.1.4 Locate Vehicle Identification Number (VIN) and production data code.

2.1.5 Analyze Vehicle Identification Number (VIN) information.

2.1.6 Identify other vehicle information labels (such as tire, emissions, etc.)

Performance Standard 2.2: Prepare a Vehicle for the Customer

2.2.1 Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.)

2.2.2 Verify vehicle repair.

CONTENT STANDARD 3.0: APPLY CONCEPTS OF ENGINE REPAIR (A1)

Performance Standard 3.1: Demonstrate General Engine Service Techniques

3.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.

3.1.2 Verify operation of the instrument panel engine warning indicators.

3.1.3 Inspect engine assembly for fuel, oil, coolant, and other leaks; determine necessary action.

3.1.4 Install engine covers using gaskets, seals and sealers as required.

3.1.5 Demonstrate knowledge of timing belt removal and replacement.

3.1.6 Perform common fastener and thread repair, to include: remove broken bolt, restore internal and external threads, and repair internal threads with thread insert.

3.1.7 Identify hybrid vehicle internal combustion engine service precautions.

Performance Standard 3.2: Perform Cylinder Head and Valve Train Service and Repair

3.2.1 Identify various cylinder head configurations (i.e., OHV, OHC, DOHC, VVT).

3.2.2 Demonstrate knowledge of valve adjustment (mechanic and hydraulic lifters).

Performance Standard 3.3: Perform Lubrication and Cooling Systems Service and Repair

3.3.1 Diagnose various cooling system faults including block test, thermostat operation, coolant restrictions, leaks, and fan operation.

3.3.2 Inspect, replace and adjust drive belts, tensioners, and pulleys, check pulley and belt alignment.

3.3.3 Inspect and test coolant; drain and recover coolant; flush and refill cooling system with recommended coolant; bleed air as required.

3.3.4 Perform oil and filter change.

CONTENT STANDARD 4.0: ANALYZE AUTOMATIC TRANSMISSION/TRANSAXLE FOR SERVICE (A2)

Performance Standard: 4.1: Perform General Transmission/Transaxle Service

4.1.1 Research applicable vehicle and service information, fluid type, vehicle service history, service precautions, and technical service bulletins.

4.1.2 Check fluid level in a transmission, or a transaxle equipped with a dip-stick.
4.1.3 Check fluid level in a transmission, or a transaxle not equipped with a dip-stick.
4.1.4 Check transmission fluid condition; check for leaks.

Performance Standard 4.2: Perform In-Vehicle Transmission/Transaxle Service and Repair

4.2.1 Inspect, adjust, and replace external manual valve shift linkage, transmission range sensor/switch, and park/neutral position switch.
4.2.2 Inspect for leakage at external seals, gaskets, and bushings.
4.2.3 Inspect powertrain mounts.
4.2.4 Drain and replace fluid and filter(s).

CONTENT STANDARD 5.0: ANALYZE MANUAL DRIVETRAIN AND AXLES FOR SERVICE (A3)

Performance Standard 5.1: Perform General Drive Train Service

5.1.1 Research applicable vehicle and service information, fluid type, vehicle service history, service precautions, and technical service bulletins.
5.1.2 Drain and refill manual transmission/transaxle and final drive unit.
5.1.3 Check fluid condition; check for leaks.

Performance Standard 5.2: Investigate Clutch Systems for Service and Repair

5.2.1 Check and adjust clutch master cylinder fluid level.
5.2.2 Check for system leaks.
5.2.3 Describe basic operation of a manual clutch system.

Performance Standard 5.3: Perform Drive Shaft and Half Shaft, Universal and Constant Velocity (CV) Joint Service and Repair

5.3.1 Diagnose, inspect, remove and replace front wheel drive (FWD) bearings, hubs, and seals.
5.3.2 Diagnose, inspect, service and replace shafts, yokes, boots, and universal/CV joints.

Performance Standard 5.4: Assess Differential Case Assembly for Service

5.4.1 Demonstrate knowledge of differential operation.
5.4.2 Clean and inspect differential housing; check for leaks; inspect housing vent.
5.4.3 Check and adjust differential housing fluid level + A71.
5.4.4 Drain and fill differential housing.

Performance Standard 5.5: Perform Drive Axle Service and Repair

5.5.1 Inspect and replace drive axle wheel studs.
5.6.1 Inspect front-wheel bearings and locking hubs.

CONTENT STANDARD 6.0: PERFORM SUSPENSION AND STEERING SERVICE AND REPAIR (A4)

Performance Standard 6.1: Prepare Vehicle for General Suspension and Steering Systems Service

6.1.1	Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
6.1.2	Disable and enable supplemental restraint system (SRS).
Performance Standard 6.2: Perform Steering Systems Service and Repair	
6.2.1	Demonstrate knowledge of various power steering systems.
6.2.2	Identify and inspect various steering system components.
6.2.3	Demonstrate knowledge of various suspension systems.
6.2.4	Identify and inspect various suspension system components.
6.2.5	Inspect electric power-assisted steering.
6.2.6	Identify electronically controlled suspension systems and safety precautions.
6.2.7	Identify hybrid vehicle power steering system electrical circuits and safety precautions.
Performance Standard 6.3: Investigate Wheel Alignment Conditions	
6.3.1	Demonstrate knowledge of alignment angles, including camber, caster, toe, and SAI.
6.3.2	Perform pre-alignment inspection and measure vehicle ride height, perform necessary action.
Performance Standard 6.4: Perform Wheel and Tire Service and Repair	
6.4.1	Inspect tire condition; identify tire wear patterns; check for correct size and application (load and speed ratings) and adjust air pressure; determine necessary action.
6.4.2	Rotate tires according to manufacturer's recommendations.
6.4.3	Dismount, inspect, and remount tire on wheel; balance wheel and tire assembly (static and dynamic).
6.4.4	Dismount, inspect, and remount tire on wheel equipped with tire pressure monitoring system sensor.
6.4.5	Inspect tire and wheel assembly for air loss; perform necessary action.
6.4.6	Repair tire according to industry standards.
6.4.7	Identify TPMS maintenance and relearn procedures.
CONTENT STANDARD 7.0: ANALYZE BRAKE SYSTEMS FOR SERVICE AND REPAIR (A5)	
Performance Standard 7.1: Prepare Vehicle for General Suspension and Steering Systems Service Demonstrate Knowledge of General Brake Systems	
7.1.1	Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
7.1.2	Describe procedure for performing a road test to check brake system operation, including the anti-lock brake system (ABS).
7.1.3	Demonstrate knowledge of basic hydraulic principles.
Performance Standard 7.2: Perform Hydraulic System Service and Repair	
7.2.1	Measure brake pedal height, travel, and free play (as applicable); determine necessary action.
7.2.2	Check master cylinder for internal/external leaks and proper operation.
7.2.3	Inspect brake lines, flexible hoses, and fittings for leaks, dents, kinks, rust, cracks bulging, wear, loose fittings and support; determine necessary action.

7.2.4 Select, handle, store, and fill brake fluids to proper level.
7.2.5 Identify components of brake warning light system.
7.2.6 Bleed and/or flush brake system.
7.2.7 Test brake fluid for contamination.

Performance Standard 7.3: Perform Drum Brake Service and Repair

7.3.1 Remove, clean, inspect, and measure brake drum diameter; determine necessary action.
7.3.2 Refinish brake drum and measure final drum diameter; compare with specifications.
7.3.3 Remove, clean, and inspect brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates; lubricate and reassemble.
7.3.4 Inspect wheel cylinders for leaks and proper operation; remove and replace as needed.
7.3.5 Readjust brake shoes and parking brake; install brake drums or drum/hub assemblies, wheel bearings; make final checks and adjustments.
7.3.6 Install wheel and torque lug nuts to proper specifications.

Performance Standard 7.4: Perform Disc Brake Service and Repair

7.4.1 Remove and clean caliper assembly; inspect for leaks and damage/wear to caliper housing; determine necessary action.
7.4.2 Clean, inspect and lubricate clipper mounting and slides/pins for proper operation wear, and damage; determine necessary action.
7.4.3 Remove, inspect and replace pads and retaining hardware; determine necessary action.
7.4.4 Lubricate and reinstall caliper, pads, and related hardware; seat pads and inspect for leaks.
7.4.5 Clean and inspect rotor, measure rotor thickness, thickness variation, and lateral run out; determine necessary action.
7.4.6 Remove and reinstall rotor.
7.4.7 Refinish rotor on vehicle; measure final rotor thickness and compare with specifications.
7.4.8 Refinish rotor off vehicle; measure final rotor thickness and compare with specifications.
7.4.9 Retract and readjust caliper piston on an integral parking brake system.
7.4.10 Check brake pad wear indicator; determine necessary action.
7.4.11 Describe importance of operating vehicle to burnish/break-in replacement brake pads according to manufacturer's recommendations.

Performance Standard 7.5: Analyze Power Assist Units

7.5.1 Check brake pedal free-travel with, and without, engine running to verify proper power booster operation.
7.5.2 Check vacuum supply (manifold or auxiliary pump) to vacuum-type power booster.
7.5.3 Identify alternative power assist units.

Performance Standard 7.6: Perform Miscellaneous Service and Repair (wheel bearings, parking brakes, electrical, etc.)

7.6.1 Remove, clean, inspect, repack, and install wheel bearings, races, seals; install hub and adjust bearings.
7.6.2 Check parking brake cables and components for wear, binding, and corrosion; clean,

lubricate, adjust or replace as needed.

7.6.3 Check parking brake operation and parking brake indicator light system operation; determine necessary action.

7.6.4 Check operation of brake stop light system.

CONTENT STANDARD 8.0: ANALYZE ELECTRICAL/ELECTRONIC SYSTEM (A6)

Performance Standard 8.1: Perform General Electronic Systems Service

8.1.1 Research applicable vehicle and service information vehicle service history, service precautions, and technical service bulletins.

8.1.2 Demonstrate knowledge of electrical/electronic series, parallel and series-parallel circuits using principles of electricity (Ohm's and Watt's Law).

8.1.3 Use and interpret wiring diagrams to trace electrical/electronic circuits.

8.1.4 Demonstrate proper use of digital millimeter (DMM) when measuring source voltage, voltage drop (including grounds), current flow, and resistance.

8.1.5 Research the causes and effects from shorts, grounds, opens, and resistance problems in electrical/electronic circuits.

8.1.6 Check operations of electrical circuits with a test light.

8.1.7 Check operation of electrical circuits using fused jumper wires.

8.1.8 Measure key-off battery drain (parasitic draw).

8.1.9 Inspect and test fusible links, circuit breakers, and fuses; determine necessary action.

8.1.10 Perform solder repair of electrical wiring.

8.1.11 Replace electrical connectors and terminal ends.

Performance Standard 8.2: Perform Battery Service

8.2.1 Perform battery state-of-charge test; determine necessary action.

8.2.2 Confirm proper battery capacity for vehicle application; perform battery capacity test; determine necessary action.

8.2.3 Maintain or restore electronic memory functions.

8.2.4 Inspect and clean battery; fill battery cells, clean battery cables, connectors, clamps, and hold-downs.

8.2.5 Perform slow/fast battery charge according to manufacturer recommendations.

8.2.6 Jump-start vehicle using jumper cables and a booster battery or an auxiliary power supply.

8.2.7 Identify high voltage circuits of electric or hybrid electric vehicle and related safety precautions.

8.2.8 Identify electronic modules, security systems, radios, and other accessories that require re-initialization or code entry after reconnecting vehicle battery.

8.2.1 Perform battery state-of-charge test; determine necessary action.

8.2.2 Confirm proper battery capacity for vehicle application; perform battery capacity test; determine necessary action.

8.2.3 Maintain or restore electronic memory functions.

Performance Standard 8.3: Perform Starting System Service and Repair

8.3.1 Perform starter current draw test; determine necessary action.
8.3.2 Perform starter circuit voltage drop tests; determine necessary action.
8.3.3 Inspect and test starter relays and solenoid; determine necessary action.
8.3.4 Remove and install starter in a vehicle.
8.3.5 Inspect and test switches, connectors, and wires of starter control circuits; determine necessary action.

Performance Standard 8.4: Perform Charging System Service and Repair

8.4.1 Perform charging system output test; determine necessary action.
8.4.2 Inspect, adjust, or replace generator (alternator) drive belts; check pulleys and tensioners for wear; check pulley and belt alignment.
8.4.3 Remove, inspect and reinstall generator (alternator).
8.4.4 Perform charging circuit voltage drop tests; determine necessary action

Performance Standard 8.5: Perform Lighting Systems Service and Repair

8.5.1 Inspect interior and exterior lamps and sockets including headlights and auxiliary lights (fog lights/driving lights); replace as needed.
8.5.2 Aim headlights.
8.5.3 Identify system voltage and safety precautions associated with high intensity discharge headlights.

Performance Standard 8.6: Perform Accessories Service and Repair

8.6.1 Disable and enable the airbag system for vehicle service; verify indicator lamp operation.
8.6.2 Remove and reinstall door panel.
8.6.3 Describe the operation of keyless entry/remote-start system.
8.6.4 Verify operation of instrument panel gauges and warning/indicator lights; reset maintenance indicators.
8.6.5 Verify windshield wiper and washer operation; replace wiper blades.

CONTENT STANDARD 9.0: ANALYZE HEATING AND AIR CONDITIONING SYSTEMS (A7)

Performance Standard 9.1: Demonstrate Knowledge of A/C Systems

9.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
9.1.2 Identify A/C components on a vehicle.

Performance Standard 9.2: Inspect Refrigeration System Components

9.2.1 Inspect and replace A/C compressor drive belts, pulleys, and tensioners; determine necessary action.
9.2.2 Research hybrid vehicle A/C system electrical circuits and the service/safety precautions.
9.2.3 Inspect A/C condenser for airflow restrictions; determine necessary action.

Performance Standard 9.3: Inspect Heating, Ventilation, and Engine Cooling Systems

9.3.1 Inspect engine cooling and heater system hoses; perform necessary action.

Performance Standard 9.4: Inspect operating systems and related controls

9.4.1 Inspect A/C-heater ducts, doors, hoses, cabin filters, and outlets; perform necessary action.
9.4.2 Identify the source of A/C system odors.

CONTENT STANDARD 10.0: ANALYZE ENGINE PERFORMANCE (A8)

Performance Standard 10.1: Perform General Engine Service

10.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
10.1.2 Demonstrate knowledge of 4-stroke engine.
10.1.3 Perform engine absolute (vacuum) manifold pressure tests; determine necessary action.
10.1.4 Perform cylinder cranking and running compressions tests; determine necessary action.
10.1.5 Perform cylinder leakage test; determine necessary action.
10.1.6 Verify engine operating temperature.
10.1.7 Remove and replace spark plugs; inspect secondary ignition components for wear and damage.

Performance Standard 10.2: Analyze Computerized Engine Controls

10.2.1 Retrieve and record diagnostic trouble codes, OBD monitor status, and freeze frame data; clear codes when applicable.
10.2.2 Describe the importance of operating all OBDII monitors for repair verification.

Performance Standard 10.3: Perform Fuel, Air Induction, and Exhaust Systems Service and Repair

10.3.1 Replace fuel filter(s).
10.3.2 Inspect, service, or replace air filters, filter housing and intake duct work.
10.3.3 Inspect the integrity of the exhaust manifold, exhaust pipes, muffler(s), catalytic converter(s), resonator(s), tail pipe(s), and heat shields; determine necessary action.
10.3.4 Inspect condition of exhaust system hangers, brackets, clamps, and heat shields; repair or replace as needed.
10.3.5 Describe diesel exhaust fluid (DEF).

Performance Standard 10.4: Perform Emissions Control Systems Service and Repair

10.4.1 Demonstrate knowledge of basic emission control components.

IDAHO COLLISION REPAIR PROGRAM STANDARDS 2014

CONTENT STANDARDS 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standards 1.1 General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Utilize safe procedures for handling of tools and equipment.
1.1.3 Identify and use proper placement of floor jacks and jack stands.
1.1.4 Identify and use proper procedures for safe vehicle lift operation.
1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.6 Identify marked safety areas.
1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment.
1.1.8 Demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.9 Identify the location and use of eye wash stations.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Comply with the required use of PPE during lab/shop activities.
1.1.12 Identify and wear appropriate clothing for lab/shop activities.
1.1.13 Secure hair and jewelry for lab/shop activities.
1.1.14 Research safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
1.1.15 Research safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, injection systems, etc.)
1.1.16 Locate and interpret safety data sheets (SDS).

Performance Standards 1.2: Identify and Utilize Proper Tools

1.2.1 Identify tools and their usage in automotive applications.
1.2.2 Identify standard and metric designation.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
1.2.5 Demonstrate proper use of precision measuring tools (i.e., tram gauges, mil thickness gauge).

CONTENT STANDARDS 2.0: INVESTIGATE INDUSTRY CAREERS

Performance Standards 2.1: Explore careers

2.1.1 Research the different career opportunities in the transportation career path.
2.1.2 Investigate new and emerging vehicle technologies and trends.

CONTENT STANDARDS 3.0 DEMOSTRATE DAMAGE ANALYSIS, ESTIMATING AND CUSTOMER SERVICE SKILLS

Performance Standards 3.1: identify Vehicle Construction and Parts

3.1.1 Identify type of vehicle construction (space frame, auto body, body-over-frame).
3.1.2 Recognize the different damage characteristics of space frame, uni-body, and body-over-frame vehicles.
3.1.3 Identify impact energy absorbing components.
3.1.4 Identify steel types; determine reparability.
3.1.5 Identify aluminum/magnesium components; determine reparability.
3.1.6 Identify plastic/composite components; determine reparability.
3.1.7 Identify vehicle glass components and repair/replacement procedures.
3.1.8 Identify add-on accessories.

Performance Standards 3.2: Perform Damage Analysis

3.2.1 Position the vehicle for inspection.
3.2.2 Prepare vehicle for inspection by providing access to damaged areas.
3.2.3 Analyze damage to determine appropriate methods for overall repairs.
3.2.4 Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage.
3.2.5 Gather details of the incident/accident necessary to determine the full extent of vehicle damage.
3.2.6 Identify and record pre-existing damage.
3.2.7 Identify and record prior repairs.
3.2.8 Perform visual inspection of structural components and members.
3.2.9 Identify structural damage using measuring tools and equipment.
3.2.10 Perform visual inspection of non-structural components and members.
3.2.11 Determine parts, components, material type(s) and procedures necessary for a proper repair.
3.2.12 Identify type and condition of finish; determine if refinishing is required.
3.2.13 Identify suspension, electrical, and mechanical component physical damage.
3.2.14 Identify safety systems physical damage.
3.2.15 Identify interior component damage.
3.2.16 Identify damage to add-on accessories and modifications.
3.2.17 Identify single (one time) use components.

Performance Standards 3.3: Demonstrate Estimating Procedures

3.3.1 Determine and record customer/vehicle owner information.
3.3.2 Identify and record vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, and assembly plant.
3.3.3 Identify and record vehicle options, including trim level, paint code, transmission, accessories, and modifications.

3.3.4 Identify safety systems; determine replacement items.
3.3.5 Apply appropriate estimating and parts nomenclature (terminology).
3.3.6 Determine and apply appropriate estimating sequence.
3.3.7 Utilize estimating guide procedure pages.
3.3.8 Apply estimating guide footnotes and headnotes as needed.
3.3.9 Estimate labor value for operations requiring judgment.
3.3.10 Select appropriate labor value for each operation (structural, non-structural, mechanical, and refinish).
3.3.11 Select and price OEM parts; verify availability, compatibility, and condition.
3.3.12 Select and price alternative/optional OEM parts; verify availability, compatibility and condition.
3.3.13 Select and price aftermarket parts; verify availability, compatibility, and condition.
3.3.14 Select and price recyclable/used parts; verify availability, compatibility and condition.
3.3.15 Select and price remanufactured, rebuilt, and reconditioned parts; verify availability, compatibility and condition.
3.3.16 Determine price and source of necessary sublet operations.
3.3.17 Determine labor value, prices, charges, allowances, or fees for non-included operations and miscellaneous items.
3.3.18 Recognize and apply overlap deductions, included operations, and additions.
3.3.19 Determine additional material and charges.
3.3.20 Determine refinishing material and charges.
3.3.21 Apply math skills to establish charges and totals.
3.3.22 Interpret computer-assisted and manually written estimates; verify the information is current.
3.3.23 Identify procedural differences between computer-assisted systems and manually written estimates.
3.3.24 Identify procedures to restore corrosion protection; establish labor values, and material charges.
3.3.25 Determine the cost effectiveness of the repair and determine the approximate vehicle retail, and repair value.
3.3.26 Recognize the differences in estimation procedures when using different information provider systems.
3.3.27 Verify accuracy of estimate compared to the actual repair and replacement operations.
3.3.28 Demonstrate ability to access OEM repair information.

Performance Standards 3.4: Demonstrate Customer Relations And Sales Skills

3.4.1 Acknowledge and/or greet customer/client.
3.4.2 Listen to customer/client; collect information and identify customers/client's concerns, needs and expectations.
3.4.3 Establish cooperative attitude with customer/client.
3.4.4 Identify yourself to customer/client; offer assistance.

3.4.5 Resolve customer/client conflicts .
3.4.6 Identify customer/client preferred communication method; follow up to keep customer/client informed about parts and the repair process.
3.4.7 Recognize basic claims handling procedures; explain to customer/client.
3.4.8 Project positive attitude and professional appearance.
3.4.9 Provide and review warranty information.
3.4.10 Estimate and explain duration of out-of-service time.
3.4.11 Apply negotiation skills to obtain a mutual agreement.
3.4.12 Interpret and explain manual or computer-assisted estimate to customer/client.

CONTENT STANDARDS 4.0: PERFORM NON-STURCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

PERFORMANCE STANDARDS 4.1: DEMONSTRATE INSPECTION AND PREPARATION TECHNIQUES

4.1.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
4.1.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
4.1.3 Inspect, remove, label, store, and reinstall interior trim and components.
4.1.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
4.1.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
4.1.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
4.1.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.
4.1.8 Prepare damaged area using water-based and solvent-based cleaners.
4.1.9 Remove corrosion protection, undercoating's, sealers, and other protective coatings as necessary to perform repairs.
4.1.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
4.1.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
4.1.12 Inspect restraint system mounting areas for damage; repair as needed.
4.1.13 Verify proper operation of seatbelt.

Performance Standards 4.2: Perform Outer Body Panel Repair, Replacement, and Adjustments

4.1.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
4.1.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
4.1.3 Inspect, remove, label, store, and reinstall interior trim and components.
4.1.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with

or be damaged during repair.

4.1.5	Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
4.1.6	Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
4.1.7	Soap and water wash entire vehicle; complete pre-repair inspection checklist.
4.1.8	Prepare damaged area using water-based and solvent-based cleaners.
4.1.9	Remove corrosion protection, undercoating's, sealers, and other protective coatings as necessary to perform repairs.
4.1.10	Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
4.1.11	Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
4.1.12	Inspect restraint system mounting areas for damage; repair as needed.
4.1.13	Verify proper operation of seatbelt.
4.2.14	Identify one-time use fasteners.
4.2.15	Clean, inspect, and prepare reusable fasteners.

Performance Standards 4.2: Apply Metal Finishing and Body Filling Techniques

4.3.1	Remove paint from the damaged area of a body panel.
4.3.2	Locate and repair surface irregularities on a damaged body panel.
4.3.3	Demonstrate hammer and dolly techniques.
4.3.4	Heat shrink stretched panel areas to proper contour.
4.3.5	Cold shrink stretched panel areas to proper contour.
4.3.6	Prepare and apply body filler.
4.3.7	Identify different types of body fillers.
4.3.8	Rough sand body filler to contour; finish sand.

Performance Standards 4.4: Inspect moveable glass and hardware components

4.4.1	Inspect, adjust, repair or replace window regulators, run channels, glass, power mechanisms, and related controls.
4.4.2	Inspect, adjust, repair, remove, reinstall or replace weather-stripping.
4.4.3	Cycle electrical components as needed.

Performance Standards 4.6: Utilize Plastic and Adhesives

4.6.1	Identify the types of plastics; determine reparability.
4.6.2	Clean and prepare the surface of plastic parts; identify the types of plastic repair procedures.
4.6.3	Demonstrate one-sided, two-sided, and tab repair.
4.6.4	Repair rigid, semi-rigid, or flexible plastic panels.
4.6.5	Remove or repair damaged areas from rigid exterior composite panels.
4.6.6	Replace bonded rigid exterior composite body panels; straighten or align panel supports.
4.6.7	Demonstrate the proper cleanup procedures for specific adhesives.

CONTENT PERFORMACE 5.0: PERFORM STRUCTURAL ANALYSIS AND DAMAGE REPAIR

Performance Standards 5.1: Demonstrate Inspections and Repair Techniques

5.1.1 Measure and diagnose structural damage using a tram gauge.
5.1.2 Attach vehicle to anchoring devices.
5.1.3 Determine the extent of the direct and indirect damage and the direction of impact; document the methods and sequence of repair.
5.1.4 Analyze and identify crush/collapse zones.
5.1.5 Restore mounting and anchoring locations.
5.1.6 Check for water leaks, dust leaks, and wind noise.
5.1.7 Perform visual inspection and measuring checks to identify steering and suspension collision damage.
5.1.8 Reinstall wheels and torque lug nuts.

CONTENT STANDARDS 6.0: DEMOSTRATE PAINTING AND REFINISHING TECHNIQUES

Performance Standards 6.1: Apply Safety Precautions

6.1.1 Identify and take necessary precautions with hazardous operations and materials according to federal, state, and local regulations.
6.1.2 Identify safety and personal health hazards according to OSHA guidelines and the “Right to Know Law”.
6.1.3 Inspect spray environment and equipment to ensure compliance with federal, state and local regulations, and for safety and cleanliness hazards.
6.1.4 Select and use a NIOSH approved air purifying respirator. Inspect condition and ensure fit and operation. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation.
6.1.5 Select and use a NIOSH approved supplied air (Fresh Air Make-up) respirator system. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation .
6.1.6 Select and use appropriate PPE.

Performance standards 6.2: Utilize Surface Preparation Techniques

6.2.1 Inspect, remove, store, and replace exterior trim and components necessary for proper surface preparation.
6.2.2 Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants.
6.2.3 Inspect and identify type of finish, surface condition, and film thickness; develop and document a plan for refinishing using a total product system.
6.2.4 Strip paint to bare substrate (paint removal).

6.2.5	Dry or wet sand areas to be refinished.
6.2.6	Featheredge areas to be refinished.
6.2.7	Apply suitable metal treatment or primer in accordance with total product systems.
6.2.8	Mask and protect other areas that will not be refinished.
-	Mix primer, primer-surface or primer-sealer.
6.2.10	Identify a complimentary color or shade of undercoat to improve coverage.
6.2.11	Apply primer onto surface of repaired area.
6.2.12	Apply two-component finishing filler to minor surface imperfections.
6.2.13	Block sand area to which primer-surface has been applied.
6.2.14	Dry sand area to which finishing filler has been applied.
6.2.15	Remove dust from area to be refinished, including cracks or moldings of adjacent areas.
6.2.16	Clean area to be refinished using a final cleaning solution.
6.2.17	Remove, with a tack rag, any dust or lint particles from the area to be refinished.
6.2.18	Apply suitable sealer to the area being refinished.
6.2.19	Scuff sand to remove nibs or imperfections from a sealer.
6.2.20	Apply stone chip resistant coating.
6.2.21	Restore caulking and seam sealers to repaired areas.
6.2.22	Prepare adjacent panels for blending.
6.2.23	Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished; determine the materials needed, preparation, and refinishing procedures.
6.2.24	Identify metal parts to be refinished; determine the materials needed, preparation, and refinishing procedures.

Performance Standards 6.3: Perform Spray Gun and Related Equipment Operations

6.4.1	Identify color code by manufacturer’s vehicle information label.
6.4.2	Shake, stir, reduce, catalyze/activate, and strain refinish materials.
6.4.3	Apply finish using appropriate spray techniques (gun arc, angle, distance, travel speed, and spray pattern overlap) for the finish being applied.
6.4.4	Demonstrate a let-down panel; check for color match.
6.4.5	Apply single stage topcoat.
6.4.6	Apply basecoat/clear coat for panel blending and panel refinishing.
6.4.7	Apply basecoat/clear coat for overall refinishing.
6.4.8	Remove nibs or imperfections from basecoat.
6.4.9	Refinish rigid or semi-rigid plastic parts.
6.4.10	Refinish flexible plastic parts.
6.4.11	Demonstrate knowledge of multi-stage coats for panel blending and overall refinishing.
6.4.12	Identify and mix paint using a formula.
6.4.13	Identify poor hiding colors; determine necessary action.

6.4.14 Tint color using formula to achieve a bendable match.
6.4.15 Identify alternative color formula to achieve a bendable match.
6.4.16 Identify the materials equipment, and preparation differences between solvent and waterborne technologies.

Performance Standards 6.5: Identify Paint Defects--Cause Anca Cures

6.5.1 Identify blistering (raising of the paint surface, air entrapment); determine the cause(s) and correct the condition.
6.5.2 Identify a dry spray appearance in the paint surface; determine the cause(s) and correct the condition.
6.5.3 Identify the presence of fish-eyes (crater-like openings) in the finish; determine the cause(s) and correct the condition.
6.5.4 Identify lifting; determine the cause(s) and correct the condition.
6.5.5 Identify clouding (mottling and streaking in metallic finishes); determine the cause(s) and correct the condition.
6.5.6 Identify orange peel; determine the cause(s) and correct the condition.
6.5.7 Identify overspray; determine the cause(s) and correct the condition.
6.5.8 Identify solvent popping in freshly painted surface; determine the cause(s) and correct the condition.
6.5.9 Identify sags and runs in paint surface; determine the cause(s) and correct the condition.
6.5.10 Identify sanding marks or sand scratch swelling; determine the cause(s) and correct the condition.
6.5.11 Identify contour mapping/edge mapping while finish is drying; determine the cause(s) and correct the condition.
6.5.12 Identify color difference (off-shade); determine the cause(s) and correct the condition.
6.5.13 Identify tape tracking; determine the cause(s) and correct the condition.
6.5.14 Identify low gloss condition; determine the cause(s) and correct the condition.
6.5.15 Identify poor adhesion; determine the cause(s) and correct the condition.
6.5.16 Identify paint cracking (shrinking, splitting, crow's feet or line-checking, micro-checking, etc.); determine the cause(s) and correct the condition.
6.5.17 Identify corrosion; determine the cause(s) and correct the condition.
6.5.18 Identify dirt or dust in the paint surface; determine the cause(s) and correct the condition.
6.5.19 Identify water spotting; determine the cause(s) and correct the condition.
6.5.20 Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition.
6.5.21 Identify finish damage caused by airborne contaminants (acids, soot, rail dust, and other industrial-related causes); correct the condition.
6.5.22 Identify die-back conditions (dulling of the paint film showing haziness); determine the cause(s)

and correct the condition.

6.5.23 Identify chalking (oxidation); determine the cause(s) and correct the condition.

6.5.24 Identify bleed-through (staining); determine the cause(s) and correct the condition.

6.5.25 Identify pin-holing; determine the cause(s) and correct the condition.

6.5.26 Identify buffing-related imperfections (swirl marks, wheel burns); correct the condition.

6.5.27 Identify pigment flotation (color change through film build); determine the cause(s) and correct the condition.

Performance Standards 6.6: Perform Detail Procedures

6.6.1 Apply decals, transfers, tapes, pinstripes (painted and taped), etc.

6.6.2 Sand, buff and polish fresh or existing finish to remove defects as required.

6.6.3 Clean interior, exterior, and glass.

6.6.4 Clean body openings (door jambs and edges, etc.)

6.6.5 Remove overspray.

6.6.6 Perform vehicle clean-up; complete quality control using a checklist.

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CONTENT STANDARD 1: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Utilize safe procedures for handling of tools and equipment.
1.1.3 Identify and use proper placement of floor jacks and jack stands.
1.1.4 Identify and use proper lifting procedures and proper use of support equipment (e.g., lifts, hoists, rigging, etc.)
1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.6 Identify marked safety areas.
1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.8 Identify the location and use of eye wash stations.
1.1.9 Identify the location of the posted evacuation routes.
1.1.10 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Research safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
1.1.14 Research safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, fuel injection systems, etc.)
1.1.15 Locate and interpret safety data sheets (SDS).
1.1.16 Prepare time or job cards, reports or records.
1.1.17 Perform housekeeping duties.
1.1.18 Follow verbal instructions to complete work assignments.
1.1.19 Follow written instructions to complete work assignments.

Performance Standard 1.2:

1.2.1 Identify appropriate tools and their usage in diesel service applications.
1.2.2 Identify standard and metric designation.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
1.2.5 Demonstrate proper use of precision measuring tools (i.e., micrometer, dial-indicator, dial-caliper).

CONTENT STANDARD 2: PERFORM BASIC VECHILE SERVICE

Performance Standard 2.1: Identify and Utilize Vehicle Service Information

2.1.1 Locate and utilize paper and/or electronic service information.
2.1.2 Locate and utilize Technical Service Bulletins (TSBs).
2.1.3 Demonstrate knowledge of special service messages, quotes, service campaigns/recalls, vehicle/service warranty applications, and service interval recommendations.

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2.1.4 Locate Vehicle Identification Number (VIN) and production date code.
2.1.5 Analyze Vehicle Identification Number (VIN) information.
2.1.6 Research other vehicle information labels (such as tire, emissions, etc.)

Performance Standard 2.2: Prepare a Vehicle for Service

2.2.1 Identify information needed and the service requested on a repair order.
2.2.2 Identify purpose and demonstrate proper use of fender covers, seat covers, and floor mats.
2.2.3 Demonstrate use of the three C's (concern, cause, and correction).
2.2.4 Review vehicle service history.
2.2.5 Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction.

Performance Standard 2.3: Prepare A Vehicle for the Customer

2.3.1 Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.)

CONTENT STANDARD 3: APPLY CINCEOTS IF DIESEL ENGINER SERVICE

Performance Standard 3.1: Perform Preliminary Engine Inspection

3.1.1 Inspect fuel, oil, Diesel Exhaust Fluid (DEF) and coolant levels, and condition; determine needed action.
3.1.2 Identify engine fuel, oil, coolant, air, and other leaks; determine needed action.
3.1.3 Observe engine exhaust smoke color and quantity.
3.1.4 Check and record electronic diagnostic codes.

Performance Standard 3.2:

3.2.1 Inspect cylinder head for cracks/damage; check mating surfaces for warpage; check condition of passages; inspect core/expansion and gallery plugs; determine needed action.
3.2.2 Disassemble head and inspect valves, guides, seats, springs, retainers, rotators, locks, and seals; determine needed action.
3.2.3 Inspect valve train components; determine needed action.
3.2.4 Reassemble cylinder head.
3.2.5 Inspect, measure, and replace/reinstall overhead camshaft; measure/adjust end play and backlash.
3.2.6 Adjust valve bridges (crossheads); adjust valve clearances and injector settings.

Performance Standard 3.3: Perform Engine Blocks Service and Repair

3.3.1 Remove, inspect, service, and install pans, covers, gaskets, seals, wear rings, and crankcase ventilation components.
3.3.2 Disassemble, clean, and inspect engine block for cracks/damage; measure mating surfaces for war page; check condition of passages, core/expansion and gallery plugs; inspect threaded holes, studs, dowel pins, and bolts for serviceability; determine needed action.
3.3.3 Clean, inspect, and measure cylinder walls or liners for wear and damage; determine needed action.
3.3.4 Inspect in-block camshaft bearings for wear and damage; determine needed action.
3.3.5 Inspect, measure, and replace/reinstall in-block camshaft; measure/adjust end play.
3.3.6 Clean and inspect crankshaft for surface cracks and journal damage; check condition of oil

passages; check passage plugs; measure journal diameter; determine needed action.

3.3.7 Inspect main bearings for wear and damage; check bearing clearances; check crankshaft end play

3.3.8 Inspect, install, and time gear train; measure gear backlash; determine needed action.

3.3.9 Inspect connecting rod and bearings for wear patterns; measure pistons, pins, retainers, and bushings.

3.3.10 Determine piston-to-cylinder wall clearance; check ring-to-groove fit and end gap; install rings on pistons.

3.3.11 Assemble pistons and connecting rods; install in block; install rod bearings and check clearances.

3.3.12 Check condition of piston cooling jets (nozzles); determine needed action

3.3.13 Inspect crankshaft vibration damper; determine needed action.

3.3.14 Inspect flywheel/flexplate (including ring gear) and mounting surfaces for cracks and wear; measure run out; determine needed action.

Performance Standard 3.4: Perform Engine Blocks Service and Repair

3.4.1 Check engine oil level, condition, and consumption; determine needed action.

3.4.2 Inspect and measure oil pump, drives, inlet pipes, and pick-up screens; check drive gear clearances; determine needed action.

3.4.3 Determine proper lubricant and filter requirements.

3.4.4 Perform oil and filter change.

Performance Standard 3.5: Perform Cooling Systems Service and Repair

3.5.1 Check engine coolant type, level, condition, and consumption; test coolant for freeze protection and additive package concentration; determine needed action.

3.5.2 Test coolant temperature and check operation of temperature and level sensors, gauge, and/or sending unit; determine needed action.

3.5.3 Inspect and reinstall/replace pulleys, tensioners and drive belts; adjust drive belts and check alignment.

3.5.4 Recover coolant, refill with recommended coolant/additive package, and bleed cooling system per manufacturers specification.

3.5.5 Inspect coolant conditioner/filter assembly for leaks; inspect valves, lines, and fittings; replace as needed.

3.5.6 Inspect water pump and coolant hoses; replace as needed.

3.5.7 Inspect, clean, and pressure test radiator. Pressure test cap, tank(s), and recovery systems; determine needed action.

3.5.8 Inspect thermostatic cooling fan system (hydraulic, pneumatic, and electronic) and fan shroud; replace as needed.

Performance Standard 3.6: Inspect Air Induction and Exhaust Systems

3.6.1 Check air induction system: piping, hoses, clamps, and mounts; service or replace air filter as needed.

3.6.2 Inspect intake manifold, gaskets, and connections; determine needed action.

3.6.3 Inspect charge air cooler assemblies; determine needed action.

3.6.4 Inspect exhaust manifold, piping, mufflers, and mounting hardware; determine needed action.

Performance Standard 3.7: Perform Fuel Supply System Services

3.7.1 Check fuel level, and condition; determine needed action.
3.7.2 Inspect fuel tanks, vents, caps, mounts, valves, screens, crossover system, supply and return lines and fittings; determine needed action.
3.7.3 Inspect primary fuel delivery system; determine needed action.

CONTENT STANDARD 4: PERFORM PREVENTATIVE MAINTENANCE INSPECTIONS

Performance Standard 4.1 : Assess Engine Systems for Service

4.1.1 Check engine starting/operation, record idle and governed rpm.
4.1.2 Inspect belts, tensioners, and pulleys; check and adjust belt tension; check belt alignment.
4.1.3 Check engine oil level and condition; check dipstick seal.
4.1.4 Inspect engine mounts for looseness and deterioration.
4.1.5 Check engine for oil, coolant, air, fuel, and exhaust leaks (engine off and running).
4.1.6 Check engine compartment wiring harnesses, connectors, and seals for damage and proper routing.

Performance Standard 4.2 : Investigate Fuel Systems for Service

4.2.1 Check fuel tanks, mountings, lines, caps, and vents
4.2.2 Drain water from fuel system.
4.2.3 Service water separator/fuel heater; replace fuel filter(s); prime and bleed fuel system.

Performance Standard 4.3: Assess Air Induction and Exhaust Systems for Service

4.3.1 Check exhaust system mountings for looseness and damage
4.3.2 Check engine exhaust system for leaks, proper routing, and damaged or missing components to include exhaust gas recirculation (EGR) system and after treatment devices, if equipped.
4.3.3 Check air induction system: piping, charge air cooler, hoses, clamps, and mountings; check for air restrictions and leaks.
4.3.4 Inspect turbocharger for leaks; check mountings and connections.
4.3.5 Service or replace air filter as needed; check and reset air filter restriction indicator.
4.3.6 Inspect crankcase ventilation system.
4.3.7 Inspect diesel exhaust fluid (DEF) system, to include tanks, lines, gauge, pump, and filter.

Performance Standard 4.4: Assess Air Induction and Exhaust Systems for Service

4.4.1 Check operation of fan clutch.
4.4.2 Inspect radiator (including air flow restriction, leaks, and damage) and mountings.
4.4.3 Inspect fan assembly and shroud.
4.4.4 Pressure test cooling system and radiator cap.
4.4.5 Inspect coolant hoses and clamps.
4.4.6 Inspect coolant recovery system.
4.4.7 Check coolant for contamination, additive package concentration, aeration, and protection level (freeze point).
4.4.8 Service coolant filter.
4.4.9 Inspect water pump.

Performance Standard 4.5: Assess Air Induction and Exhaust Systems For Service

4.5.1 Change engine oil and filters; visually check oil for coolant or fuel contamination; inspect and clean magnetic drain plugs.

Performance Standard 4.6: Investigate Cab and Hood Instruments and Controls for Serviceability

4.6.1 Inspect key condition and operation of ignition switch.
4.6.2 Check warning indicators.
4.6.3 Check instruments; record oil pressure and system voltage.
4.6.4 Check HVAC controls.
4.6.5 Check operation of all accessories.
4.6.6 Using electronic service tool(s) or on-board diagnostic system; retrieve engine monitoring information; check and record diagnostic codes and trip/operational data (including engine, transmission, ABS, and other systems).

Performance Standard 4.7: Assess Cab And Hood Safety Equipment for Service

4.7.1 Check operation of electric/air horns and reverse warning devices.
4.7.2 Check condition of spare fuses, safety triangles, fire extinguisher, and all required decals.
4.7.3 Inspect seat belts and sleeper restraints.
4.7.4 Inspect wiper blades and arms.

Performance Standard 4.8: Inspect Cab and Hood Hardware/Accessories for Service

4.8.1 Check operation of wiper and washer.
4.8.2 Inspect windshield glass for cracks or discoloration; check sun visor.
4.8.3 Check seat condition, operation, and mounting.
4.8.4 Check door glass and window operation.
4.8.5 Inspect steps and grab handles.
4.8.6 Inspect mirrors, mountings, brackets, and glass.
4.8.7 Record all observed physical damage.
4.8.8 Lubricate all cab and hood grease fittings.
4.8.9 Inspect and lubricate door and hood hinges, latches, strikers, lock cylinders, safety latches, linkages, and cables.

Performance Standard 4.9: Examine Heating, Ventilation & Air Conditioning (HVAC) Systems for Service

4.9.1 Inspect A/C condenser and lines for condition and visible leaks; check mountings.
4.9.2 Inspect A/C compressor and lines for condition and visible leaks; check mountings.
4.9.3 Check A/C system condition and operation; check A/C monitoring system, if applicable.
4.9.4 Check HVAC air inlet filters and ducts; service as needed..

Performance Standard 4.10: Assess Battery and Starting Systems

4.10.1 Inspect battery box(es), cover(s), and mountings.
4.10.2 Inspect battery hold-downs, connections, cables, and cable routing; service as needed.
4.10.3 Check/record battery state-of-charge (open circuit voltage) and condition.
4.10.4 Perform battery test (load and/or capacitance).
4.10.5 Inspect starter, mounting, and connections.
4.10.6 Engage starter; check for unusual noises, starter drag, and starting difficulty.

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Performance Standard 4.11: Assess Charging Systems

4.11.1 Inspect alternator, mountings, cable, wiring, and wiring routing; determine needed action.
4.11.2 Perform alternator output tests.

Performance Standard 4.12: Assess Charging Systems

4.12.1 Check operation of interior lights.
4.12.2 Check all exterior lights, lenses, reflectors, and conspicuity tape; check headlight alignment.
4.12.3 Inspect and test tractor-to-trailer multi-wire connector(s), cable(s), and holder(s).

Performance Standard 4.13: Examine Air Brakes for Service

4.13.1 Check operation of parking brake.
4.13.2 Record air governor cut-in and cut-out setting (psi).
4.13.3 Check operation of air reservoir/tank drain valves
4.13.4 Check air system for leaks (brakes released).
4.13.5 Check air system for leaks (brakes applied).
4.13.6 Test one-way and double-check valves.
4.13.7 Check low air pressure warning devices.
4.13.8 Check tractor protection valve.
4.13.9 Test air pressure build-up time.
4.13.10 Inspect coupling air lines, holders, and glad-hands.
4.13.11 Check brake chambers and air lines for secure mounting and damage.
4.13.12 Check operation of air drier.
4.13.13 Inspect and record brake shoe/pad condition, thickness, and contamination.
4.13.14 Inspect and record condition of brake drums/rotors.
4.13.15 Check antilock brake system wiring, connectors, seals, and harnesses for damage and proper routing.
4.13.16 Check operation and adjustment of brake automatic slack adjusters (ASA); check and record push rod stroke.
4.13.17 Lubricate all brake component grease fittings.
4.13.18 Check condition and operation of hand brake (trailer) control valve, if applicable.
4.13.19 Drain air tanks and check for contamination.
4.13.20 Check condition of pressure relief (safety) valves.

Performance Standard 4.14: Investigate Hydraulic Brakes for Service

4.14.1 Check master cylinder fluid level and condition.
4.14.2 Inspect brake lines, fittings, flexible hoses, and valves for leaks and damage.
4.14.3 Check parking brake operation; inspect parking brake application and holding devices; adjust as needed.
4.14.4 Check operation of hydraulic system: pedal travel, pedal effort, pedal feel.
4.14.5 Inspect calipers/wheel cylinders for leakage, binding and damage.
4.14.6 Inspect brake assist system (booster), hoses and control valves; check reservoir fluid level and condition.
4.14.7 Inspect and record brake pad/lining condition, thickness, and contamination.
4.14.8 Inspect and record condition of brake rotors/drums.

4.14.9 Check antilock brake system wiring, connectors, seals, and harnesses for damage and proper routing.

Performance Standard 4.15: Analyze Drive Train for Service

4.15.1 Check clutch linkage/cable and levers for looseness or binding, lubricate release/throwout bearing as required.
4.15.2 Check hydraulic clutch slave and master cylinders, lines, fittings, hoses, and fluid level.
4.15.3 Check transmission case, seals, filter, hoses, lines and cooler for cracks and leaks.
4.15.4 nspect transmission breather.
4.15.5 Inspect transmission mounts.
4.15.6 Check transmission oil level, type, and condition; add proper type of lubricant as needed.
4.15.7 Inspect U-joints, yokes, driveshafts, boots/seals, center bearings, and mounting hardware for looseness, damage, and proper phasing.
4.15.8 Inspect axle housing(s) for cracks and leaks.
4.15.9 Inspect axle breather(s).
4.15.10 Lubricate all drive train grease fittings.
4.15.11 Check drive axle(s) oil level, type, and condition; add proper type of lubricant as needed.
4.15.12 Check transmission wiring, connectors, seals, and harnesses for damage and proper routing.
4.15.13 Check pedal height and travel, inspect clutch safety switch.
4.15.14 Measure driveline angles; determine necessary action.

Performance Standard 4.16: Investigate Suspension and Steering Systems for Service

4.16.1 Check steering wheel operation for free play and binding.
4.16.2 Check power steering pump, mounting, and hoses for leaks, condition, and routing; check fluid level.
4.16.3 Inspect steering gear for leaks and secure mounting.
4.16.4 Inspect steering shaft U-joints, pinch bolts, splines, pitman arm-to-steering sector shaft, tie rod ends, and linkages.
4.16.5 Check kingpins for wear.
4.16.6 Check wheel bearings for looseness and noise.
4.16.7 Check oil level and condition in all non-drive hubs; check for leaks.
4.16.8 Inspect springs, pins, hangers, shackles, spring U-bolts, and insulators.
4.16.9 Inspect shock absorbers for leaks and secure mounting.
4.16.10 Inspect air suspension springs, mounts, hoses, valves, linkage, and fittings for leaks and damage.
4.16.11 Check and record suspension ride height.
4.16.12 Lubricate all suspension and steering grease fittings.
4.16.13 Check axle locating components (radius, torque, and/or track rods).

Performance Standard 4.17: Assess Tires and Wheels for Service

4.17.1 Inspect tires for wear patterns and proper mounting.
4.17.2 Inspect tires for cuts, cracks, bulges, and sidewall damage.
4.17.3 Inspect valve caps and stems; determine needed action.
4.17.4 Measure and record tread depth; probe for imbedded debris.

4.17.5 Check and record air pressure; adjust air pressure in accordance with manufacturers' specifications.
4.17.6 Check wheel mounting hardware; determine needed action.
4.17.7 Inspect wheels for cracks, damage and proper hand hold alignment.
4.17.8 Check tire matching (diameter and tread) on single and dual tire applications.

Performance Standard 4.18: Analyze Frame and Fifth Wheel for Service

4.18.1 Inspect fifth wheel mounting, bolts, air lines, and locks.
4.18.2 Test operation of fifth wheel locking device; adjust if necessary.
4.18.3 Check quarter fenders, mud flaps, and brackets
4.18.4 Check pintle hook assembly and mounting, if applicable
4.18.5 Lubricate all fifth wheel grease fittings and plate, of applicable.
4.18.6 Inspect frame and frame members for cracks and damage.

CONTENT STANDARD 5: ANALYZE HYDRAULIC SYSTEMS

Performance Standard 5.1: Investigate General System Operations

5.1.1 Identify system type (closed and open) and verify proper operation
5.1.2 Read and interpret system diagrams and schematics.

Performance Standard 5.2: Asses Hydraulic Pumps

5.2.1 Identify system fluid type.
5.2.2 Identify causes of pump failure, unusual pump noises, temperature, flow, and leakage problems.
5.2.3 Determine pump type, rotation, and drive system.

Performance Standard 5.3: Perform Filtration/Reservoirs (Tanks) Service

5.3.1 Identify type of filtration system; verify filter application and flow direction.
5.3.2 Service filters and breathers.
5.3.3 Identify causes of system contamination; determine needed action.
5.3.4 Check reservoir fluid level and condition; determine needed action.
5.3.5 Inspect reservoir, sight glass, vents, caps, mounts, valves, screens, supply and return lines.

Performance Standard 5.4: Examine Hoses, Fittings, and Connections

5.4.1 Diagnose causes of component leakage, damage, and restriction; determine needed action.
5.4.2 Inspect hoses and connections (length, size, routing, bend radii, and protection); repair or replace as needed.
5.4.3 Inspect and replace fitting seals and sealants.

Performance Standard 5.5: Evaluate Actuators for Service

5.5.1 Identify actuator type (single/double acting, multi-stage/telescopic, and motors).
5.5.2 Identify the cause of seal failure; determine needed repairs.
5.5.3 Identify the cause of incorrect actuator movement and leakage (internal and external); determine needed repairs.
5.5.4 Inspect actuator mounting, frame components, and hardware for looseness, cracks, and damage; determine needed action.
5.5.5 Inspect actuators for dents, cracks, damage, and leakage; determine needed action.
5.5.6 Purge and/or bleed system in accordance with manufacturers' recommended procedures.

CONTENT STANDARD 6 : ANALYZE BRAKE SYSTEMS

Performance Standard 6.1 : Assess Air Brakes – Air Supply and Service Systems

6.1.1 Identify poor stopping, air leaks, premature wear, pulling, grabbing, dragging, or balance problems caused by supply and service system malfunctions; determine needed action.
6.1.2 Check air system build-up time; determine needed action.
6.1.3 Drain air reservoir/tanks; check for oil, water, and foreign material; determine needed action.
6.1.4 Inspect air system lines, hoses, fittings, and couplings; repair or replace as needed.
6.1.5 Inspect and test air tank relief (safety) valves, one-way (single) check valves.
6.1.6 Inspect and test brake application (foot/treadle) valve, fittings, and mounts; check pedal operation; determine needed action.
6.1.7 Inspect and test stop light circuit switches, wiring, and connectors; determine needed action.
6.1.8 Inspect and test emergency (spring) brake control valve(s).
6.1.9 Inspect and test low pressure warning devices, wiring, and connectors; determine needed action.
6.1.10 Inspect and test air pressure gauges, lines, and fittings; determine needed action.

Performance Standard 6.2 : Assess Air Brakes – Mechanical/Foundation Brakes

6.2.1 Identify poor stopping, brake noise, premature wear, pulling, grabbing, or dragging problems caused by the foundation brake, slack adjuster, and brake chamber problems; determine needed action.
6.2.2 Inspect service brake chambers, pushrod, clevis, and mounting brackets.
6.2.3 Identify type and inspect slack adjusters.
6.2.4 Inspect camshafts, tubes, rollers, bushings, seals, spacers, retainers, brake spiders, shields, anchor pins, and springs; determine needed action.
6.2.5 Inspect and measure brake shoes or pads; determine needed action.
6.2.6 Inspect and measure brake drums or rotors; determine needed action.

Performance Standard 6.3 : Assess Air Brakes – Parking Brakes

6.3.1 Inspect parking (spring) brake check valves, lines, hoses, and fittings.
6.3.2 Inspect and test parking (spring) brake application and release valve
6.3.3 Manually release (cage) and reset (uncage) parking (spring) brakes in accordance with manufacturers' recommendations.

Performance Standard 6.4 : Assess Hydraulic Brakes – Hydraulic System

6.4.1 Identify poor stopping, premature wear, pulling, dragging, balance, or pedal feel problems caused by the hydraulic system; determine needed action.
6.4.2 Inspect and test master cylinder for internal/external leaks and damage; determine needed action.
6.4.3 Inspect hydraulic system brake lines, flexible hoses, and fittings for leaks and damage; determine needed action.
6.4.4 Inspect and test metering (hold-off), load sensing/proportioning, proportioning, and combination valves; determine needed action.
6.4.5 Inspect and test brake pressure differential valve and warning light circuit switch, bulbs/LEDs, wiring, and connectors; determine needed action.
6.4.6 Inspect disc brake caliper assemblies; determine needed action.

6.4.7 Inspect/test brake fluid; bleed and/or flush system; determine proper fluid type.

Performance Standard 6.5 : Assess Hydraulic Brakes – Mechanical/Foundation Brakes

6.5.1 Identify poor stopping, brake noise, premature wear, pulling, grabbing, dragging, or pedal feel problems caused by mechanical components; determine needed action.
6.5.2 Inspect and measure rotors; determine needed action.
6.5.3 Inspect and measure disc brake pads; inspect mounting hardware; determine needed action.
6.5.4 Check parking brake operation; inspect parking brake application and holding devices; determine needed action.

Performance Standard 6.6 : Assess Hydraulic Brakes – Power Assist Units

6.6.1 Identify stopping problems caused by the brake assist (booster) system; determine needed action.
6.6.2 Inspect, test, repair, or replace hydraulic brake assist (booster), hoses, and control valves; determine proper fluid type.
6.6.3 Check emergency (back-up, reserve) brake assist system.

Performance Standard 6.7 : Diagnose Air and Hydraulic Antilock Brake Systems (ABS) and Automatic Traction Control (ATC) Systems

6.7.1 Observe antilock brake system (ABS) warning light operation (includes trailer and dash mounted trailer ABS warning light); determine needed action.
6.7.2 Diagnose antilock brake system (ABS) electronic control(s) and components; determine needed action.
6.7.3 Identify poor stopping and wheel lock-up problems caused by failure of the antilock brake system (ABS); determine needed action.
6.7.4 Test and check operation of antilock brake system (ABS) components; determine needed action.
6.7.5 Test antilock brake system (ABS) wheel speed sensors and circuits; determine needed action.
6.7.6 Bleed the ABS hydraulic circuits.

Performance Standard 6.8 : Perform Wheel Bearing Service and Repair

6.8.1 Inspect and service wheel bearings according to manufactures specifications.
6.8.2 Identify, inspect or replace unitized/preset hub bearing assemblies.

CONTENT STANDARD 7: PERFORM SUSPENSION AND STEERING SERVICE

Performance Standard 7.1 : Assess Steering Systems - Column

7.1.1 Identify causes of fixed and driver adjustable steering column and shaft noise, looseness, and binding problems; determine needed action.
7.1.2 Inspect steering shaft U-joint(s), slip joints, bearings, bushings, and seals; phase shaft; determine needed action.
7.1.3 Remove the steering wheel (includes steering wheels equipped with electrical/electronic controls and components); install and center the steering wheel. Inspect, test, replace and calibrate steering angle sensor.
7.1.4 Disable and enable supplemental restraint system (SRS) in accordance with manufacturers' procedures.

Performance Standard 7.2 : Assess Steering Systems - Column

7.2.1 Identify causes of power steering system noise, steering binding, darting/oversteer, reduced wheel cut, steering wheel kick, pulling, non-recovery, turning effort, looseness, hard steering, overheating, fluid leakage, and fluid aeration problems; determine needed action.

7.2.2 Determine recommended type of power steering fluid; check level and condition; determine needed action.

7.2.3 Flush and refill power steering system; purge air from system.

Performance Standard 7.3 : Assess Steering Systems - Linkage

7.3.1 Inspect steering linkage components.

7.3.2 Check and adjust steering (wheel) stops.

Performance Standard 7.4 : Investigate Suspension Systems

7.4.1 Inspect front axles and attaching hardware; determine needed action .

7.4.2 Inspect kingpins, steering knuckle bushings, locks, bearings, seals, and covers; determine needed action.

7.4.3 Inspect shock absorbers, bushings, brackets, and mounts; determine needed action.

7.4.4 Inspect leaf springs, center bolts, clips, pins and bushings, shackles, U-bolts, insulators, brackets, and mounts; determine needed action.

7.4.5 Inspect axle aligning devices such as radius rods, track bars, stabilizer bars, torque arms, related bushings, mounts, shims, and cams; determine needed action.

7.4.6 Inspect and test air suspension pressure regulator and height control valves, lines, hoses, dump valves, and fittings; determine needed action.

7.4.7 Inspect air springs, mounting plates, springs, suspension arms, and bushings.

7.4.8 Measure and adjust ride height; determine needed action.

Performance Standard 7.5 : Perform Wheel Alignment Diagnosis, Adjustment, and Repair

7.5.1 Identify causes of vehicle wandering, pulling, shimmy, hard steering, and off-center steering wheel problems; adjust or repair as needed.

7.5.2 Check and adjust camber.

7.5.3 Check and adjust caster.

7.5.4 Check and adjust toe settings.

7.5.5 Check rear axle(s) alignment (thrustline/centerline) and tracking; adjust or repair as needed.

7.5.6 Identify turning/Ackerman angle (toe-out-on-turns) problems; determine needed action.

7.5.7 Check front axle alignment (centerline); adjust or repair as needed.

Performance Standard 7.6 : Evaluate Wheels and Tires

7.6.1 Identify tire wear patterns; check tread depth and pressure determine needed action

7.6.2 Identify wheel/tire vibration, shimmy, pounding, hop (tramp) problems; determine needed action.

7.6.3 Remove and install steering and drive axle wheel/tire assemblies; torque mounting hardware to specifications with torque wrench.

7.6.4 Inspect tire for proper application, (size, load range, position, and tread design); determine needed action.

7.6.5 Inspect wheel/rims for proper application, load range, size, and design; determine needed action.

7.6.6 Check operation of tire pressure monitoring system (TPMS); determine needed action.

IDAHO DIESEL TECHNOLOGY STANDARDS 2014

CONTENT STANDARD 8: ANALYZE ELECTRIC/ELECTRONIC SYSTEMS

Performance Standard 8.1: Perform General Electrical Systems Service

8.1.1	Read and interpret electrical/electronic circuits using wiring diagrams.
8.1.2	Check continuity in electrical/electronic circuits using appropriate test equipment.
8.1.3	Check applied voltages, circuit voltages, and voltage drops in electrical/electronic circuits using appropriate test equipment.
8.1.4	Check current flow in electrical/electronic circuits and components using appropriate test equipment.
8.1.5	Check resistance in electrical/electronic circuits and components using appropriate test equipment.
8.1.6	Locate shorts, grounds, and opens in electrical/electronic circuits.
8.1.7	Identify parasitic (key-off) battery drain problems; perform tests; determine needed action.
8.1.8	Inspect and test fusible links, circuit breakers, relays, solenoids, and fuses; replace as needed.
8.1.9	Check frequency and pulse width signal in electrical/electronic circuits using appropriate test equipment.

Performance Standard 8.2 : Perform Battery Service

8.2.1	Identify battery type; perform appropriate battery load test; determine needed action.
8.2.2	Determine battery state of charge using an open circuit voltage tes.t
8.2.3	Inspect, clean, and service battery; replace as needed.
8.2.4	Inspect and clean battery boxes, mounts, and hold downs; repair or replace as needed.
8.2.5	Charge battery using appropriate method for battery type.
8.2.6	Inspect, test, and clean battery cables and connectors; repair or replace as needed.
8.2.7	Jump start a vehicle using jumper cables and a booster battery or appropriate auxiliary power supply using proper safety procedures.
8.2.8	Perform battery capacitance test; determine needed action.

Performance Standard 8.3 : Perform Starting System Service

8.3.1	Perform starter circuit cranking voltage and voltage drop tests; determine needed action
8.3.2	Inspect and test components (key switch, push button and/or magnetic switch) and wires and harnesses in the starter control circuit; replace as needed.
8.3.3	Inspect and test, starter relays and solenoids/switches; replace as needed.
8.3.4	Remove and replace starter; inspect flywheel ring gear or flex plate.
8.3.5	Perform starter current draw test; determine needed action.

Performance Standard 8.4 : Perform Charging System Diagnosis and Repair

8.4.1	Test instrument panel mounted volt meters and/or indicator lamps; determine needed action.
8.4.2	Identify causes of a no charge, low charge, or overcharge problems; determine needed action.
8.4.3	Inspect and replace alternator drive belts, pulleys, fans, tensioners, and mounting brackets; adjust drive belts and check alignment.
8.4.4	Perform charging system voltage and amperage output tests; perform AC ripple test; determine needed action.
8.4.5	Perform charging circuit voltage drop tests; determine needed action.
8.4.6	Remove and replace alternator.
8.4.7	Inspect, repair, or replace cables, wires, and connectors in the charging circuit.

Performance Standard 8.5 : Perform Lighting Systems Diagnosis and Repair

8.5.1 Identify causes of brighter than normal, intermittent, dim, or no headlight and daytime running light (DRL) operation.

8.5.2 Test, replace, and aim headlights.

8.5.3 Test headlight and dimmer circuit switches, relays, wires, terminals, connectors, sockets, and control components/modules; repair or replace as needed.

8.5.4 Inspect and test switches, bulbs/LEDs, sockets, connectors, terminals, relays, wires, and control components/modules of parking, clearance, and taillight circuits; repair or replace as needed.

8.5.5 Inspect and test tractor-to-trailer multi-wire connector(s); repair or replace as needed.

8.5.6 Inspect, test, and adjust stoplight circuit switches, bulbs/LEDs, sockets, connectors, terminals, wires and control components/modules; repair or replace as needed.

8.5.7 Inspect and test turn signal and hazard circuit flasher(s), switches, relays, bulbs/LEDs, sockets, connectors, terminals, wires and control components/modules; repair or replace as needed.

8.5.8 Inspect and test reverse lights and warning device circuit switches, bulbs/LEDs, sockets, horns, buzzers, connectors, terminals, wires and control components/modules; repair or replace as needed.

CONTENT STANDARD 9: INVESTIGATE TRANSPORTATION SYSTEMS

Performance Standard 9.1 : Assess Transportation Systems

9.1.1 Describe the history of the automobile and the effects on society.

9.1.2 Research the different career opportunities in the transportation career path.

9.1.3 Investigate new and emerging technologies.

9.1.4 Analyze workplace situations and use problem-solving techniques to improve the workplace environment.

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IDAHO RESIDENTIAL CONSTRUCTION PROGRAM STANDARDS

2015

CONTENT STANDARD 1: EMPLOYABILITY SKILLS AND HABITS

Performance Standard 1.1: Identify employment opportunities.

1.1.1 Identify the requirements for a job/job description.
1.1.2 Investigate educational opportunities.
1.1.3 Investigate occupational opportunities.
1.1.4 Locate resources for finding employment.
1.1.5 Confer with prospective employers
1.1.6 Identify job trends.
1.1.7 Research geographic locations.

Performance Standards 1.2: Explain the purpose of building codes.

1.2.1 Match terms associated with building codes to their correct definitions.
1.2.2 Interpret sections of the building codes.
1.2.3 Discuss the importance of complying with building code requirements.

Performance Standards 1.3: Identify OSHA standards.

1.3.1 Define the purpose of OSHA.
1.3.2 Describe the inspection process by OSHA.
1.3.3 Describe the record keeping requirements for OSHA compliance.
1.3.4 List safety and health hazards that OSHA may inspect for in a shop or on a job site.
1.3.5 List OSHA safe working procedures that apply to building trades work assignments.
1.3.6 OSHA 10 Training.

CONTENT STANDARD 2: BUILDING MATERIALS AND ENERGY CONSERVATION STRATEGIES

Performance Standards 2.1: Identify types of lumber and their uses.

2.1.1 Define terms associated with lumber
2.1.2 Select characteristics to consider in using lumber
2.1.3 Identify common defects in lumber
2.1.4 Select from a list standard lumber grades.
2.1.5 Write actual sizes for given nominal sizes of lumber.

Performance Standard 2.2: Demonstrate knowledge of plywood.

2.2.1 Match letters designating veneers used in plywood to their correct descriptions.
2.2.2 Distinguish between standard interior and exterior plywood grades.

Performance Standard 2.3: Identify materials used for paneling, trim and moldings.

2.3.1 Select from a list solid softwoods used for paneling.
2.3.2 Select from a list solid hardwoods used for paneling.
2.3.3 Select from a list types of woods used for trim and moldings.
2.3.4 Identify types of trim and moldings.

Performance Standard 2.4: Demonstrate familiarity with energy-saving construction techniques.

2.4.1 Discuss the importance of conserving energy to the owners/occupants of a building and to the nation and the world.
2.4.2 Describe techniques used in solar construction.
2.4.3 State advantages and disadvantages of solar construction.
2.4.4 Discuss advanced framing techniques
2.4.5 Explain the importance of r-factor in building construction.
2.4.6 Select from a list benefits of using insulation in a structure.
2.4.7 Explain the functions of the two basic kinds of insulation.
2.4.8 Name general classifications of insulation materials.
2.4.9 List areas where insulation should be used in construction.
2.4.10 List factors that determine the amount of insulation needed.
2.4.11 Interpret sections of state and local codes pertaining to energy efficiency.

CONTENT STANDARD 3: MATH AND MEASUREMENT SKILLS

Performance Standard 3.1: Identify basic mathematical terms and symbols.

3.1.1 Match terms associated with basic math to their correct definitions.
3.1.2 Match symbols used in math problems to their correct names.

Performance Standard 3.2: Perform mathematical operations using whole numbers.

3.2.1 Label the place values of a whole number.
3.2.2 Add whole numbers.
3.2.3 Subtract whole numbers.
3.2.4 Multiply whole numbers.

Performance Standard 3.3: Perform calculations using fractions, decimals and percentages.

3.3.1 Distinguish among types of fractions.
3.3.2 Reduce fractions to lowest terms.
3.3.3 Convert mixed numbers to improper fractions.
3.3.4 Convert improper fractions to mixed numbers.
3.3.5 Add fractions.
3.3.6 Subtract fractions.
3.3.7 Multiply fractions.
3.3.8 Divide fractions.
3.3.9 Label the place values of a decimal number.
3.3.10 Add decimal numbers.
3.3.11 Subtract decimal numbers.
3.3.12 Multiply decimal numbers.
3.3.13 Divide decimal numbers.

3.3.14 Convert decimal fractions to common fractions.
3.3.15 Convert common fractions to decimal numbers and percentages.
3.3.16 Identify decimal and fractional equivalents.
3.3.17 Convert percentages to fractions and decimal numbers.
3.3.18 Solve percentage problems.
3.3.19 Solve basic ratio and proportion problems.

Performance Standard 3.4: Demonstrate knowledge of basic geometry.

3.4.1 Match terms used in geometry to their correct definitions.
3.4.2 Match types of geometric figures to their correct descriptions.
3.4.3 Match units of measure to their correct equivalents.
3.4.4 Calculate the area of geometric figures.
3.4.5 Calculate the volume of solid figures.
3.4.6 Estimate cubic yards.

Performance Standard 3.5: Perform measuring operations used in the building trades.

3.5.1 Match to their correct definitions terms associated with measuring.
3.5.2 Identify basic measuring tools used by carpenters.
3.5.3 Convert fractional inches to hundredths of a foot.
3.5.4 Identify graduations on an engineer's rule.
3.5.5 Read an engineer's rule to the nearest hundredth of a foot.
3.5.6 Read a tape to the nearest fraction of an inch.
3.5.7 Describe measuring methods used to square lines.
3.5.8 Read measurements on architect's and engineer's rules.
3.5.9 Read measurements on tapes.
3.5.10 Demonstrate the ability to use basic measuring tools and the 3-4-5 method to lay out the perimeter of a building.

CONTENT STANDARD 4: BASIC BLUEPRINT READING AND DRAWING SKILLS

Performance Standard 4.1: Demonstrate plan reading skills.

4.1.1 Match types of drawings usually included in a set of plans to their correct descriptions.
4.1.2 List information found on types of drawings in a set of plans.
4.1.3 Identify lines in the alphabet of lines.
4.1.4 Identify selected symbols commonly used on plans.
4.1.5 Identify selected abbreviations commonly used on plans.
4.1.6 Match architects conventions to their correct representations.
4.1.7 State the purpose of written specifications.
4.1.8 Use an architect's scale.
4.1.9 Use an engineer's scale.
4.1.10 Interpret a finish schedule.

CONTENT STANDARD 5: PROPER USE AND MAINTENANCE OF HAND AND POWER TOOLS

Performance Standards 5.1: Identify common carpenters' hand tools.

5.1.1 State guidelines for care and safe use of hand tools.
5.1.2 Match the following types of tools to their correct uses: hammers, handsaws, squares, planes, measuring instruments, pliers, other miscellaneous hand tools
5.1.3 Identify the following types of tools: layout instruments, boring and drilling hand tools, screwdrivers, wrenches, files, chisels, clamps, and tools used to install drywall.

Performance Standards 5.2: Demonstrate proper and safe use of common carpenters' hand tools.

5.2.1 Safely and correctly use carpenter hand tools.

Performance Standard 5.3: Use power tools correctly and safely.

5.3.1 Match terms associated with power tools to their correct definitions.
5.3.2 State general safety rules pertaining to power tools.
5.3.3 Select from a list general guidelines for proper care of power tools.
5.3.4 Select from a list safe uses of the following tools: table saw, jointer, planer, shaper, table band saw, bench grinder, drill press, combination belt and disc sander, power miter saw, screw gun, hand-held grinder
5.3.5 State rules for the safe use of portable power saws.
5.3.6 State rules for the safe use of routers and trimmers.
5.3.7 State rules for the safe use of portable drills, screwguns, and hammer drills.
5.3.8 State rules for the safe use of portable power planes.
5.3.9 State rules for the safe use of pneumatic fasteners.
5.3.10 Identify the parts of a powder-actuated tool.
5.3.11 Select from a list uses of powder-actuated tools.
5.3.12 State rules for the safe use of a powder-actuated tool.
5.3.13 Match circular-saw blades to their correct uses.
5.3.14 Complete a safety test for specific tools.
5.3.15 Perform rip and miter cut-off operations.
5.3.16 Drill and bore holes.
5.3.17 Perform jointing operations.
5.3.18 Perform a face-planing operation.
5.3.19 Perform edge-shaping operations.

CONTENT STANDARD 6: SITE PREPARATION, CONCRETE FORMS AND FORMING

Performance Standard 6.1: Set up and use a transit and a builder's level.

6.1.1 Match terms associated with leveling instruments to their correct definitions.
6.1.2 List uses of a level.
6.1.3 Identify types of levels.
6.1.4 Identify parts of a level.

6.1.5 List uses of a transit.
6.1.6 State the rules for proper care of leveling instruments.
6.1.7 Identify parts of a leveling rod.
6.1.8 Set up and adjust a level and transit
6.1.9 Use a level to check elevations.
6.1.10 Use a level to perform differential leveling.
6.1.11 Measure and read angles in the field.
6.1.12 Set up and use laser instruments.
6.1.13 Establish elevation reference points from bench mark.
6.1.14 Establish footing grade.
6.1.15 Locate and square corners.
6.1.16 Set grade stakes.
6.1.17 Correctly mark a story pole.
6.1.18 Install batter boards.

Performance Standard 6.2: Demonstrate basic knowledge of concrete footings and foundations.

6.2.1 Match terms associated with concrete foundations to their correct definitions.
6.2.2 State principal properties of good concrete.
6.2.3 State factors that affect properties of concrete mixture.
6.2.4 Match types of admixtures used in concrete to their correct functions.
6.2.5 State benefits of admixtures in concrete.
6.2.6 State advantages of using vibrators in concrete.
6.2.7 Select from a list types of vibrators used to consolidate concrete.
6.2.8 Label parts of a concrete foundation.
6.2.9 Identify types of concrete footings and foundations.
6.2.10 Discuss the design of footings and foundations.
6.2.11 Arrange in order steps involved when constructing concrete foundations.
6.2.12 Interpret sections of the state and local codes that pertain to concrete construction.

Performance Standard 6.3: Determine concrete volume.

6.3.1 List methods used to estimate concrete volume.
6.3.2 Estimate concrete using methods listed in objective one.
6.3.3 Estimate amount of concrete for a footing.
6.3.4 Estimate amount of materials needed to pour a foundation.
6.3.5 Calculate the cubic yards of concrete needed to pour a structure

Performance Standard 6.4: Explain the use of reinforcing in footings and foundations.

6.4.1 Name types of reinforcing material used in concrete.
6.4.2 Match common rebar numbers to their correct diameter sizes.

6.4.3 Select from a list common sizes of welded wire fabric.

Performance Standard 6.5: Demonstrate the ability to recognize and use types of concrete forms, associated hardware, and materials.

6.5.1 Match to their correct definitions terms associated with forming.
6.5.2 Explain the purpose of forms.
6.5.3 Name five types of forms.

CONTENT STANDARD 7: FRAME FLOORS, SILLS, WALLS AND CEILINGS CONSTRUCTION

Performance Standard 7.1: Demonstrate a basic knowledge of floors and sills.

7.1.1 Match terms associated with frame floors and sills to their correct definitions.
7.1.2 Identify floor and sill framing and support members.
7.1.3 Name methods used to fasten sills to the foundation.
7.1.4 Select from a list types of beams/girders.
7.1.5 List types of floor joists.
7.1.6 Label types of bridging.
7.1.7 List types of flooring materials.
7.1.8 Discuss functional designs used to lay subflooring.
7.1.9 List purposes of subflooring and underlayment.
7.1.10 Match fasteners used in floor framing to their correct uses.
7.1.11 Select from a list considerations that determine size and spacing for joists.
7.1.12 Select from a list considerations that determine size and spacing for beams.
7.1.13 Select from a list considerations that determine size and spacing for girders.
7.1.14 Discuss common methods used to attach decks to structures.
7.1.15 Estimate the amount of material needed to frame a floor assembly.
7.1.16 Interpret state and local code sections pertaining to floors, sills, walls and ceilings.

Performance Standard 7.2: Apply a basic knowledge of floors and sills.

7.2.1 Install bridging.
7.2.2 Install joists for a cantilever floor.
7.2.3 Install subfloor materials.
7.2.4 Install a single floor system using tongue and groove material.

Performance Standard 7.3: Identify wall and partition members.

7.3.1 Match terms associated with framing walls and ceilings to their correct definitions.
7.3.2 Identify framing members used in wall and partition framing.
7.3.3 Identify methods used to construct outside corners of wall frames.
7.3.4 Identify common methods used to construct partition T's.
7.3.5 Label types of headers.
7.3.6 Calculate rough opening (R.O.) dimensions for doors.
7.3.7 Calculate the length of trimmers for window and door openings.

7.3.8 Calculate the length of headers for rough openings.
7.3.9 Select from a list construction details that should be added during wall framing.
7.3.10 List methods used to brace walls.
7.3.11 Select from a list of nails most often used in framing.
7.3.12 Select from a list factors to consider before selecting joist size and spacing.

Performance Standard 7.4: Estimate materials required for a single-story structure.

7.4.1 Estimate materials for joists.
7.4.2 Calculate the amount of materials required for wall and partition framing.

Performance Standard 7.5: Frame a single-story structure.

7.5.1 Demonstrate the ability to lay out wall and partition locations on a floor.
7.5.2 Cut studs, trimmers, cripples, and headers to length.
7.5.3 Assemble corners, T's, and headers.
7.5.4 Construct wall sections for a single-story structure.
7.5.5 Erect and brace wall sections for a single-story structure.
7.5.6 Layout and install ceiling joists.

Performance Standard 7.6: Demonstrate the ability to work with metal framing systems.

7.6.1 Name components of metal stud systems.
7.6.2 Identify fasteners used for metal stud construction.
7.6.3 Identify tools and equipment used in metal stud construction.
7.6.4 List areas where metal stud systems are used.
7.6.5 Select from a list advantages of metal stud systems

Performance Standard 7.7: Identify types of finish flooring.

7.7.1 Match terms associated with floor finishes to their correct definitions.
7.7.2 Name types of underlayment for finish flooring.
7.7.3 Name types of finish flooring.

Performance Standard 7.8: Install finish flooring.

7.8.1 Estimate the number of 4'x 8' sheets of underlayment needed to floor a room.
7.8.2 Estimate the number of tiles needed to floor a room.
7.8.3 Demonstrate the ability install underlayment.
7.8.4 Demonstrate the ability to install various types of flooring.

CONTENT STANDARD 8: ROOF CONSTRUCTION TECHNIQUES

Performance Standard 8.1: Identify different roof framing members.

8.1.1 Match terms associated with roof framing to their correct definitions.
8.1.2 List types of roof supports.
8.1.3 Identify roof framing members.
8.1.4 Label roof framing units.
8.1.5 Discuss slope.

8.1.6 Identify parts of a rafter.
8.1.7 List methods for determining rafter length.
8.1.8 List types of vents used in roof construction.

Performance Standard 8.2: Construct a roof, including all openings and sheathing.

8.2.1 Calculate the length of a common rafter.
8.2.2 Calculate the length of a hip rafter.
8.2.3 Calculate the length of jack rafters.
8.2.4 Estimate material needed to frame a roof.
8.2.5 Lay out rafter locations on top plate and ridge board.
8.2.6 Lay out, cut, and erect rafters for gable roofs.
8.2.7 Erect trusses.
8.2.8 Lay out, cut, and erect rafters for hip roofs.
8.2.9 Apply roof sheathing.

Performance Standard 8.3: Demonstrate the ability to erect trusses.

8.3.1 Erect trusses by hand and or light crane.
8.3.2 Apply roof sheathing.

Performance Standard 8.4: Demonstrate and apply knowledge of cornices and gable ends.

8.4.1 Match terms associated with cornices and gable ends to their correct definitions.
8.4.2 Label types of cornice designs.
8.4.3 Identify parts of a box cornice.
8.4.4 Identify parts of a boxed rake section.
8.4.5 Identify types of cornice moldings.
8.4.6 Label types of tail-rafter cuts.
8.4.7 Select from a list materials used for soffits.
8.4.8 Select from a list hardware and fasteners used on or with cornices.
8.4.9 Name exterior wall coverings used on gable ends.
8.4.10 Estimate material needed for cornices and gable ends.
8.4.11 Demonstrate the ability to build a horizontal box cornice.
8.4.12 Demonstrate the ability apply siding to a gable end.

Performance Standards 8.6: Discuss roof materials

8.6.1 Match terms associated with roofing to their correct definitions.
8.6.2 State safety rules pertaining to roofing.
8.6.3 Name classes of roofing.
8.6.4 Match minimum slope requirements to their specific roofing applications.
8.6.5 List types of roofing materials.
8.6.6 Interpret sections of state and local codes that pertain to roofs and roofing.

Performance Standards 8.7: Apply roofing and flashing.

8.7.1 State procedures and decking requirements for applying wood shingles, wood shakes, tile, metal, slate and asphalt shingles.
8.7.2 List guidelines for applying underlayment.
8.7.3 Describe general requirements for applying flashing.
8.7.4 Select from a list types of materials used for flashing.
8.7.5 Match roofing equipment and tools to their correct uses.
8.7.6 Select from a list procedures for applying double starter course of asphalt shingles.
8.7.7 State procedures for applying shingles with cutouts that break joint in half.
8.7.8 Arrange in order steps for installing flashing at open-valley locations.
8.7.9 Estimate roofing materials needed for a three-tab asphalt shingle roof.
8.7.10 Demonstrate the ability to apply various roofing material.
8.7.11 Discuss appropriate installation of roof gutters.

CONTENT STANDARD 9: INTERIOR STAIRCASES CONSTRUCTION

Performance Standard 9.1: Identify types of special house designs and special framing projects.

9.1.1 Match terms associated with stairs to their correct definitions.
9.1.2 Identify parts of a staircase.
9.1.3 Identify basic types of stairs.
9.1.4 List factors that must be considered when building a staircase.
9.1.5 State rules of thumb for unit rise and unit run.
9.1.6 Label methods used to secure stringers.
9.1.7 Discuss requirements of state and local codes that pertain to stairs.

Performance Standard 9.2: Construct a staircase.

9.2.1 Calculate number and size of risers and treads for a stair of given dimensions.
9.2.2 Estimate materials for stairs.
9.2.3 Construct a staircase.

Performance Standard 9.3: Identify types of handrails and railings.

9.3.1 Match terms associated with handrails and railings to their correct definitions.
9.3.2 List factors that must be considered when selecting handrails and railings.
9.3.3 Discuss requirements of state and local codes that pertain to handrails and railings.

Performance Standard 9.4: Construct handrails and railings.

9.4.1 Estimate materials needed for a handrail or railing.
9.4.2 Determine the correct fasteners to use with handrails and railings.

CONTENT STANDARD 10: SHEATHING, SIDING, AND EXTERIOR BUILDING MATERIALS

Performance Standard 10.1: Identify different types of wall sheathing and siding.

10.1.1 Match terms associated with exterior walls and trim to their correct definitions.
10.1.2 Name types of wall sheathing.
10.1.3 Identify styles of siding.

10.1.4 Identify joint details for plywood siding.
10.1.5 Identify types of exterior moldings and trims.
10.1.6 List recommendations for waterproofing exterior walls.
10.1.7 List advantages and disadvantages of various types of siding.

Performance Standard 10.2: Install different types of wall sheathing and siding.

10.2.1 Estimate amounts of siding for given jobs.
10.2.2 Estimate siding for a house with a gable roof.
10.2.3 Estimate sheathing and siding for a house with a hip roof.
10.2.4 Install sheathing.
10.2.5 Install bevel siding.
10.2.6 Install sheathing and plywood siding.

CONTENT STANDARD 11: WINDOWS, EXTERIOR AND INTERIOR DOORS, AND ASSOCIATED TRIM

Performance Standards 11.1: Identify different types of windows.

11.1.1 Match windows and accessories to their correct descriptions.
11.1.2 Name types of sliding windows.
11.1.3 Name types of swinging windows.
11.1.4 Name types of fixed windows.
11.1.5 Select from a list types of materials used to construct windows.
11.1.6 Identify parts of a window installation.
11.1.7 Select from a list types of materials used for window panes.

Performance Standard 11.2: Demonstrate the ability to install various kinds of window units.

11.2.1 State information a carpenter should know when installing windows.
12.2.2 State recommendations for a good window installation.
11.2.3 Demonstrate the ability to install a double-hung wood window unit.
11.2.4 Demonstrate the ability to install fixed windows.
11.2.5 Demonstrate the ability to install swinging windows.

Performance Standard 11.3: Install a complete entry including threshold, frame, door, hardware, trim and weather stripping.

11.3.1 Match terms associated with exterior doors to their correct definitions.
11.3.2 State basic classifications of exterior doors.
11.3.3 Identify types of entry doors.
11.3.4 List advantages and disadvantages of sliding glass and patio doors.
11.3.5 Identify parts of an exterior door installation.
11.3.6 List materials used in door construction.
11.3.7 Name materials used for exterior door sills.
11.3.8 Select from a list standard sizes of exterior doors.

11.3.9 Explain the numbering system for doors.
11.3.10 Complete statements about recommended finish clearances and dimensions for hanging doors.
11.3.11 Identify door swing (hand).
11.3.12 Identify hardware used with exterior doors.
11.3.13 List types of thresholds used with entrance doors.
11.3.14 Demonstrate the ability to install a metal threshold on a concrete floor.
11.3.15 Demonstrate the ability to install an exterior prehung door unit.
11.3.16 Demonstrate the ability to install entry door frame, casing, door and lock.
11.3.17 Demonstrate the ability to install weatherstripping.
11.3.18 Demonstrate the ability to install door frame and inside jambs for an overhead garage door.

Performance Standard 11.4: Discuss interior door installation.

11.4.1 Match terms associated with interior doors and trim to their correct definitions.
11.4.2 State the general types of interior door construction.
11.4.3 State the basic classifications of interior doors.
11.4.4 Identify types of interior doors.
11.4.5 Identify parts of an interior door unit.
11.4.6 Select from a list standard sizes of interior doors and jambs.
11.4.7 Identify hand of a door.

Performance Standard 11.5: Install various types of door units, locks and trim.

11.5.1 Select from a list recommended finish clearances and dimensions for hanging doors.
11.5.2 Identify hardware used with interior doors.
11.5.3 Identify types of interior trim.
11.5.4 Estimate material needed to trim a room.
11.5.5 Demonstrate the ability to install an interior door frame, hang door, lock and trim.
11.5.6 Demonstrate the ability to install a prehung door unit.
11.5.7 Demonstrate the ability to install a bi-fold door unit.
11.5.8 Demonstrate the ability to install a pocket door unit.
11.5.9 Demonstrate the ability to install window trim.

Performance Standards 11.6: Discuss types of insulation and vapor barriers.

11.6.1 Match terms associated with insulation to their correct definitions.
11.6.2 Explain the functions of the two basic kinds of insulation.
11.6.3 Select from a list benefits of using insulation in a structure.
11.6.4 List types of insulation commonly used in residential construction.
11.6.5 Name general classifications of insulation materials.
11.6.6 List areas where insulation should be used in residential construction.
11.6.7 List factors that determine the amount of insulation needed for walls, ceilings, and floors.
11.6.8 Name types of materials used for vapor barriers.

Performance Standards 11.7: Install insulation and vapor barriers.

11.7.1 Select from a list methods used to apply insulation and vapor barriers.
11.7.2 Estimate the packages of insulation needed to insulate a structure.
11.7.3 Demonstrate the ability to Install vapor barrier and insulation for a concrete slab on grade.
11.7.4 Demonstrate the ability to install blanket insulation in walls.

Performance Standard 11.8: Demonstrate a knowledge of drywall.

11.8.1 Match terms associated with drywall to their correct definitions.
11.8.2 Name types of drywall.
11.8.3 Select from a list standard sizes of drywall.
11.8.4 Identify standard edge shapes of drywall.
11.8.5 State benefits of using drywall.
11.8.6 Describe types of base or construction where drywall is used.
11.8.7 Identify hardware and fasteners used with drywall.
11.8.8 Select from a list types of finishes that may be applied to drywall.

Performance Standard 11.9: Install drywall materials.

11.9.1 Estimate materials needed to drywall a structure.
11.9.2 Install drywall.
11.9.3 Finish drywall joints and depressions.

CONTENT STANDARDS 12: CABINETS AND SPECIAL BUILT-INS

Performance Standard 12.1: Identify parts of a cabinet.

12.1.1 Match terms associated with cabinet installation and special built-ins to their correct definitions.
12.1.2 Name types of cabinets.
12.1.3 Identify parts of a cabinet.
12.1.4 Name the standard sizes of base and top cabinets.
12.1.5 Discuss types of material used on counter tops.

Performance Standard 12.2: Install cabinets and shelves.

12.2.1 Install a factory-built cabinet.
12.2.2 Install shelves in a closet.

CONTENT STANDARD 13: JOB COORDINATION

Performance Standards 13.1: Demonstrate the ability to coordinate with other trades.

13.1.1 Select from a list of activities that may affect the work of plumbers, electricians, mechanical contractors, and glaziers.
13.1.2 Identify structural problems that may be caused by plumbing and electrical installation.
13.1.3 Discuss the importance of correctly orienting knockouts on BCIs and other prefabricated materials.
13.1.4 Explain the importance of placing large fixtures before framing is completed.

13.1.5 Discuss the reasons for minimizing the number of plumbing vents in metal roofs.
13.1.6 Explain the importance of nailing directly over studs when doubling top plates.
13.1.7 Point out the reasons carpenters should know basic wiring and plumbing practices, especially when remodeling.
13.1.8 Identify structural problems that may be caused by plumbing and electrical installation.

Performance Standards 13.2: Demonstrate an awareness of inspection requirements.

13.2.1 Explain the purpose of Building Codes.
13.2.2 Discuss the importance of knowing state and local codes and ordinances.
13.2.3 Match activities on a job schedule with required inspections.
13.2.4 Identify required building permits.
13.2.5 Visit the Building Inspectors Office.
13.2.6 Determine the average lead-time required to get an inspector on site.
13.2.7 Observe building inspections.

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IDAHO WELDING TECHNOLOGY PROGRAM STANDARDS 2014

CONTENT STANDARD 1.0: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Describe OSHA in workplace safety.
1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
1.1.4 Operate lab equipment according to safety guidelines.
1.1.5 Identify and use proper lifting procedures and proper use of support equipment (i.e., rigging, chains, straps, cables).
1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.7 Identify marked safety areas.
1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.9 Identify the location and use of eye wash stations.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
1.1.14 Locate and interpret safety data sheets (SDS).
1.1.15 Perform housekeeping duties.
1.1.16 Follow verbal instructions to complete work assignments.
1.1.17 Follow written instructions to complete work assignments.
1.1.18 Identify requirements for Hot Work Permits.
1.1.19 Identify what constitutes a confined space.

Performance Standard 1.2: Identify and Utilize Hand Tools

1.2.1 Identify hand tools and their appropriate usage.
1.2.2 Identify standard and metric designation.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools.

Performance Standard 1.3: Identify and Utilize Power Tools and Equipment

1.3.1 Identify power tools and equipment, and their appropriate usage.
1.3.2 Demonstrate safe handling and use of appropriate power tools and equipment.
1.3.3 Demonstrate proper cleaning, storage, and maintenance of power tools and equipment.

CONTENT STANDARD 2.0: APPLY FUNDAMENTAL PRINT READING, MEASUREMENT AND LAYOUT/FIT-UP TECHNIQUES

Performance Standard 2.1: Demonstrate Print Reading and Sketching Practices

2.1.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, line types).
2.1.2 Identify and explain industry standard welding symbols.
2.1.3 Prepare a materials list from a technical drawing (i.e., bill of material).

2.1.4 Describe various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic).
2.1.5 Understand dimensioning, sectional drawings, fasteners, tables, charts, and assembly drawings.
2.1.6 Sketch or draw a basic welding drawing.
2.1.7 Fabricate parts from a drawing or sketch.

Performance Standard 2.2: Demonstrate Measuring and Scaling Techniques

2.2.1 Identify industry standard units of measure.
2.2.2 Convert between customary (i.e., SAE, Imperial) and metric systems.
2.2.3 Measure and calculate size, area, and volume.
2.2.4 Determine and apply the equivalence between fractions and decimals.
2.2.5 Identify measuring tools.

Performance Standards 2.3: Utilize Layout Principles and Practices

2.3.1 Interpret drawing, sketch or specification information.
2.3.2 Prepare work area for layout.
2.3.3 Select appropriate materials to complete work assignment.
2.3.4 Use layout and marking tools as required.
2.3.5 Layout parts using measurement practices.

Performance Standards 2.4: Demonstrate Preparation and Fit-Up Practices

2.4.1 Identify and explain job specifications.
2.4.2 Use fit-up gauges and measuring devices to check joint fit-up.
2.4.3 Identify and explain distortion and how it is controlled.
2.4.4 Fit-up joints using plate and pipe fit-up tools.
2.4.5 Check for joint misalignment and poor fit-up before and after welding.

CONTENT STANDARD 3.0: IDENTIFY PROPERTIES OF METALS

Performance Standard 3.1: Identify Material Properties and Science

3.1.1 Identify the difference between ferrous and non-ferrous metals.
3.1.2 Identify and explain forms and shapes of structural metals.

Performance Standard 3.2: Identify Filler Metals

3.2.1 Explain AWS filler metal classifications systems.
3.2.2 Identify different types of filler metals.
3.2.3 Explain the storage and control of filler metals.

CONTENT STANDARD 4.0: APPLY SHIELDED METAL ARC WELDING (SMAW) TECHNIQUES

Performance Standard 4.1: Safety Procedures

4.1.1 Identify and explain different types of welding current and polarity.
4.1.2 Perform safety inspections of SMAW equipment and accessories.
4.1.3 Maintain SMAW equipment and accessories.

Performance Standard 4.2: Produce Welds using SMAW on Carbon Steel

4.2.1 Set up for SMAW operations.
4.2.2 Operate SMAW equipment.

4.2.3 Perform welds in the 1F position.
4.2.3 Perform welds in the 2F position.
4.2.4 Perform welds in the 3F position.
4.2.5 Perform welds in the 4F position.
4.2.6 Perform welds in the 1G position.
4.2.7 Perform welds in the 2G position.
4.2.8 Perform welds in the 3G position.
4.2.9 Perform welds in the 4G position.
4.2.10 Describe 2G, 5G and 6G welding positions.

CONTENT STANDARD 5.0: APPLY GAS METAL ARC WELDING (GMAW-S, GMAW) TECHNIQUES

Performance Standard 5.1: Utilize Safety Procedures

5.1.1 Identify and explain the use of GMAW equipment (i.e., spray transfer, globular, short circuit, pulse).
5.1.2 Perform safety inspections of GMAW equipment and accessories.
5.1.3 Maintain GMAW equipment and accessories.
5.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GMAW equipment.

Performance Standard 5.2: Produce Welds using GMAW-S on Carbon Steel

5.2.1 Set up for GMAW-S operations.
5.2.2 Operate GMAW-S equipment.
5.2.3 Perform welds in the 1F position.
5.2.4 Perform welds in the 2F position.
5.2.5 Perform welds in the 3F position.
5.2.6 Perform welds in the 4F position.
5.2.7 Perform welds in the 1G position.
5.2.8 Perform welds in the 2G position.
5.2.9 Perform welds in the 3G position.

CONTENT STANDARD 6.0: APPLY FLUX CORED ARC WELDING (FCAW-G) TECHNIQUE

Performance Standard 6.1: Utilize Safety Procedures

6.1.1 Identify and explain the use of FCAW-G equipment).
6.1.2 Perform safety inspections of FCAW-G equipment and accessories.
6.1.3 Maintain FCAW-G equipment and accessories.
6.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of FCAW-G equipment.

Performance Standard: 6.2: Produce Welds using FCAW-G on Carbon Steel

6.2.1 Set up for FCAW-G operations.
6.2.2 Operate FCAW-G equipment.
6.2.3 Perform welds in the 1F position.
6.2.4 Perform welds in the 2F position.
6.2.5 Perform welds in the 3F position.
6.2.6 Perform welds in the 4F position.

6.2.7 Perform welds in the 1G position.
6.2.8 Perform welds in the 2G position.
6.2.9 Perform welds in the 3G position.

CONTENT STANDARD 7.0: APPLY GAS TUNGSTEN ARC WELDING (GTAW) TECHNIQUES

Performance Standard 7.1: Utilize Safety Procedures

7.1.1 Perform safety inspections of GTAW equipment and accessories.
7.1.2 Maintain GTAW equipment and accessories.
7.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GTAW equipment.

Performance Standard 7.2: Produce Welds using GTAW on Carbon Steel

7.2.1 Set up for GTAW operations
7.2.2 Operate GTAW equipment.
7.2.3 Perform welds in the 1F position.
7.2.4 Perform welds in the 2F position
7.2.5 Perform welds in the 3F position
7.2.6 Perform welds in the 1G position
7.2.7 Perform welds in the 2G position.
7.2.8 Perform welds in the 3G position.

Performance Standard 7.3: Produce Welds using GTAW on Aluminum

7.3.1 Set up for GTAW operations.
7.3.2 Operate GTAW equipment.
7.3.3 Perform welds in the 1F position.
7.3.4 Perform welds in the 2F position.

CONTENT STANDARD 8.0: APPLY THERMAL CUTTING PROCESSES

Performance Standard 8.1: Demonstrate Oxy-Fuel Gas Cutting (OFC)

8.1.1 Perform safety inspections of OFC equipment and accessories.
8.1.2 Maintain OFC equipment and accessories.
8.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment.
8.1.4 Set up for OFC operations.
8.1.5 Operate OFC equipment.
8.1.6 Perform straight, square edge cutting operations in the flat position.
8.1.7 Perform shape, square edge cutting operations in the flat position.
8.1.8 Perform straight, bevel edge cutting operations in the flat position.
8.1.9 Perform scarfing and gouging operations to remove base and weld metal, in flat and horizontal positions.

Performance Standard 8.2: Demonstrate Plasma Arc Cutting (PAC) on Carbon Steel and Aluminum

8.2.1 Explain the PAC process.
8.2.2 Determine the appropriate PAC settings for the various types of metals.
8.2.3 Perform safety inspections of PAC equipment and accessories.
8.2.4 Maintain PAC equipment and accessories.

8.2.5 Set up for PAC operations.
8.2.6 Operate PAC equipment.
8.2.7 Perform straight, square edge cutting operations in the flat position.
8.2.8 Perform shape, square edge cutting operations in the flat position.

Performance Standard 8.3: Demonstrate Manual Air Carbon Arc Cutting (CAC-A)

8.3.1 Performs safety inspections of manual CAC-A equipment and accessories.
8.3.2 Maintain CAC-A equipment and accessories.
8.3.3 Set up manual CAC-A scarfing and gouging operation on carbon steel.
8.3.4 Operate manual CAC-A equipment on carbon steel.
8.3.5 Perform scarfing and gouging operations to remove base and weld metal in the flat and horizontal positions on carbon steel.

CONTENT STANDARD 9.0: IDENTIFY WELDING CODES, INSPECTIONS, AND TESTING PRINCIPLES

Performance Standard 9.1: Identify Welding Codes, Qualifications and Certifications

9.1.1 Identify and explain weld imperfections and their causes.
9.1.2 Identify and explain welder qualification tests.
9.1.3 Explain the importance of quality workmanship.
9.1.4 Identify common destructive testing methods.
9.1.5 Perform a visual inspection of fillet welds.

Performance Standard 9.2: Demonstrate Welding Inspection and Testing Principles

9.2.1 Define the role of welding inspection/inspector and testing in industry.
9.2.2 Examine cut surfaces and edges of prepared base metal parts.
9.2.3 Examine tack, root passes, intermediate layers, and completed welds.

CONTENT STANDARD 10.0: APPLY FABRICATION FUNDAMENTALS

Performance Standard 10.1: Utilize Base Metal Preparation Fundamentals

10.1.1 Clean base metal for welding or cutting.
10.1.2 Identify and explain joint design.
10.1.3 Select the proper joint design based on a welding procedure specification (WPS) or instructor's direction.
10.1.4 Mechanically bevel the edge of a mild steel plate (i.e., hand beveller, grinder).
10.1.5 Thermally bevel the end of a mild steel plate.

Performance Standard 10.2: Demonstrate Fabrication Techniques

10.2.1 Demonstrate proper setup of fabrication area, equipment, and materials.
10.2.2 Construct projects in the proper sequence.
10.2.3 Properly layout projects from welding prints.
10.2.4 Check work for accuracy.

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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Pre-game Alcohol Waiver – “The Huddle” at the Caven Williams Sports Complex

REFERENCE

June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl within the confines of Board policy Section I.J.
September 3, 2015	Board waived a section of Board Policy Section I.J.2. pertaining to the written invitation requirement.
October 22, 2015	Board approved an extension waiver of the invitation requirement in Board Policy Section I.J. to allow BSU a one year pilot of a pre-game venue where alcohol was served that was accessible to all ticket holders.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (university) operated a family friendly pre-game function in the Caven Williams Sports Complex last season called “The Huddle.” The Huddle gives fans a pre-game gathering place in lieu of tailgating. The Huddle features food, games, and activities, including performances by the Keith Stein Blue Thunder Marching Band, the Main Line Dancers and the Cheer Squad. The Huddle has television screens for watching sporting events, a dining area and space for people to gather and enjoy the pre-game activities. The university feels this provides a structured gathering place as an alternative to tailgating for many fans.

The Board originally granted permission under Board Policy Section I.J. to allow service of alcohol on campus in conjunction with The Huddle. The institution received a subsequent approval for the waiver of a section of Board Policy I.J. so that the university could allow the general public to participate with The Huddle. The university feels the alcohol service, in a controlled and structured fashion is a good alternative choice for many fans and their families.

The Huddle this Season

The university is planning a restaurant-style, pre-game gathering place for patrons of Albertsons Stadium prior to home football games. Multiple television screens will be set up to show other games going on throughout the country, as well as games and activities for children. A local radio station will be onsite to play music, a photo booth will be set up, and student-athletes available to sign autographs.

Last season this space quickly became a part of the Bronco game-day experience for many families. It will add value to those attending Bronco football games by offering unique food and drink options in a lighted, temperature-controlled environment. In the secure area, ticketed patrons of Albertsons Stadium may purchase food and beverages (non-alcoholic and alcoholic) from the university's official food service provider. A game ticket is required for entry and student game tickets are not accepted for entry. The students have a different function for pre-game activities.

The university requests Board approval to provide alcohol service in The Huddle prior to each home game for the 2016 football season, a potential conference championship game and the 2017 spring game. Sponsorships will not be granted to any alcohol making or distributing companies; however, several sponsors are prepared to pay for this event for the next three years due to its popularity with the game patrons. As with last year, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service except that no invitations will be issued as The Huddle is open to all ticket holders. In addition, the university will conduct the pre-game activities under the following additional conditions:

1. All patrons must show a valid game ticket to enter The Huddle.
2. Event begins three hours prior to kick off and ends at the start of the game.
3. The Caven Williams Sports Complex will be secured to control access to and from the area.
4. There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for valid game tickets of all patrons entering the facility.
5. One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identify attendees over the age of 21.
6. There will be one entrance to each queuing line for beer and wine sales. Each entrance will be manned by security personnel who will check wristbands of all patrons prior to entering the line. Only those patrons with wristbands will be allowed to enter the queuing line for alcohol purchases.
7. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
8. No alcohol making or distributing companies will be allowed to sponsor the event.
9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age

only.

10. The SBOE alcohol policy will be included in Boise State's 2016 Fan Guide and will be posted at the entrance of Caven Williams Complex on game days. This notice will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.

IMPACT

Approval will allow Boise State University to continue the new practice of serving alcohol in The Huddle prior to home football games to individuals holder a game ticket.

ATTACHMENT

Attachment 1 – Security Plan – Caven Williams Alcohol Waiver	Page 5
Attachment 2 – Game Day Map – Caven Williams Alcohol Waiver	Page 7
Attachment 3 – The Huddle report and layout	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2015 Board meeting, the Board approved pregame alcohol service for the University of Idaho, Idaho State University and Boise State University (BSU). There was a misunderstanding regarding the conditions under which BSU's service were approved. On September 3, 2015 the waived a portion of Board policy I.J. to allow for the expanded alcohol service on a one-year pilot basis with additional caveats. Additional caveats included a restriction on underage children entering the alcohol service area. The set-up that BSU has described is a "family friendly" setting. Given the restriction included during the September 2015 discussion, if the Board wishes to include the same caveats they will need to include them in the motion for approval. The additional language specified that "students and minors would not be allowed in the alcohol services areas."

This agenda item constitutes the required post-season report.

BOARD ACTION

I move to waive Board policy Section I.J.2.c.i. for the purpose of allowing alcohol service at Boise State University for the 2016-2017 home football season.

Moved by _________ Seconded by _________ Carried Yes ____ No ___

AND

I move to 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 forth in Board policy I.J.2. for the purpose of allowing alcohol service for the 2016 football season, Famous Idaho Potato Bowl, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board.

Moved by _________ Seconded by _________ Carried Yes ____ No ___

OR

I move to reject the request for a waiver of Board policy Section I.J.2.c.i. and approve the request by Boise State University to establish a secure area under the conditions set forth in this request contingent on attendees receiving a written invitation (a game ticket does not constitute a written invitation) and in full compliance with all provisions set forth in Board policy Section I.J. for the purpose of allowing alcohol service for the 2016 football season, famous Idaho Potato Bowl, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board.

Moved by _________ Seconded by _________ Carried Yes ____ No ___

Boise State University
2016 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Caven Williams Sports Complex

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2016 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Caven Williams Sports Complex

There were no serious incidents regarding The Huddle last season. We will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons as with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

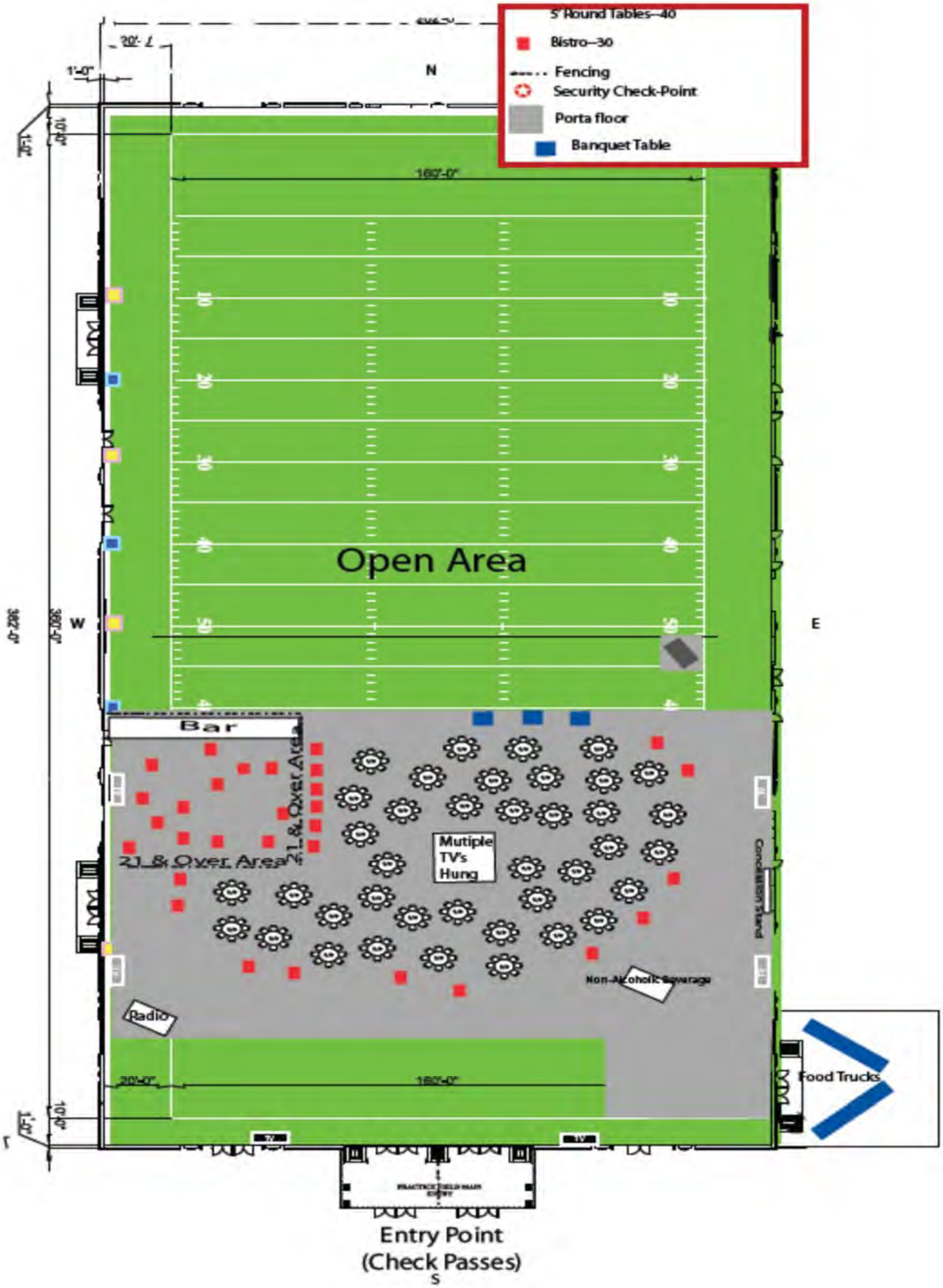
Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility Two Aramark employees (TIPS trained) will check ID's and issue color coded wrist band
- Crowd Manager checking for color coded wrist band stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color coded wrist band and patron behavior
- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- Three Bronco Sports Marketing employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- One Boise State University Operations employee roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Caven Williams Sports Complex must have a valid game ticket.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Caven Williams Sports Complex will be secured to control access to and from the area.
- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for a valid game ticket of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identity attendees over the age of 21.

- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Caven Williams Complex will be included in Boise State's 2016, 2017 and 2018 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.


5' Round Tables—40
Bistro—30
Fencing
Security Check-Point
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Open Area
Bar
21 & Over Area
21 & Over Area
Mutiple TV's Hung
Concession Stand
Non-Alcoholic Beverage
Radio
Food Trucks
TV
TV
Entry Point
(Check Passes)

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The Huddle Summary Report

The Huddle was approved last year as a pilot program for a pregame event for all Bronco home football games during the 2015 season. The pregame event was started at the request of our Legacy Committee that is made up of former and current Bronco Athletic Association Board members and current donors to the university and the department of athletics. The concept around the event was to provide a family friendly environment where our fans could go to an indoor facility, watch other games from around the country, let their children play games, enjoy food and beverage as they wait to enter the stadium before the game. The band and cheer teams make an appearance every game and play the fight song as the fans sing along.

The late kickoffs for our home football games, which are driven by television, have contributed to decreased attendance over the last four years. The Huddle was a way for us to try and enhance the overall game day experience for our fans and have them continue to support our student-athletes and our football program.

We reviewed the alcohol sales report for the Huddle and the Stueckle Sky Center to see how they compared on a per person basis. During the 2015 season, alcohol sales in the Stueckle Sky Center averaged one alcoholic drink per person in attendance while in the facility. In the Huddle, alcohol sales averaged one alcoholic drink for every 2.3 people in attendance. Although the potential attendance for the Huddle could be much larger than the Sky Center, the number of drinks per person on average was significantly less.
Overall the event was a success with no observed or reported alcohol related issues due to the sale of alcohol in the facility. The attendance for the first game was larger than anticipated due to bad weather and high winds that helped to drive our fans indoors for shelter. After the first game the average attendance was approximately 1,400 per game, which is right in line with what we anticipated. We made adjustments to the layout after the first game and added additional concession kiosks to help reduce the lines and offer up additional food and nonalcoholic beverage options. This was received well by our fans and lines were always at a manageable level. We will work to make continued improvements to food and nonalcoholic beverage options as well as work to refine our security program so we can provide a safe, secure and friendly fan experience.
Map of layout, food and beverage stations and security set up is below.

Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility Two Aramark employees (TIPS trained) will check ID's and issue color coded wrist band
- Crowd Manager checking for color coded wrist band stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color coded wrist band and patron behavior

- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- Three Bronco Sports Marketing employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- One Boise State University Operations employee roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Pre-game Alcohol Waiver – Stueckle Sky Center

REFERENCE

June 2013	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2014 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2014	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2015 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

For the past eleven football seasons, the Board has granted permission under Policy I.J. to allow service of alcohol on campus in conjunction with Bronco home football games and the Famous Idaho Potato Bowl. Boise State University requests Board approval to provide alcohol service in the Stueckle Sky Center prior to each home football game for 2016 season, potential conference championship game, Famous Idaho Potato Bowl Game, and 2017 spring game as outlined below.

Stueckle Sky Center

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

The university seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

The university will provide all control measures and follow all requirements of Board policy regarding alcohol service. As with the previous years, the university will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

1. The Sky Center is enclosed and totally separate from the general seating areas; alcohol service will only be available to patrons with tickets in the Sky Center.
2. There is no access from the general seating area into the Sky Center. Further, only patrons who hold tickets to seats in the Sky Center will be allowed into the Sky Center during games.
3. Service will begin no sooner than three hours prior to kick off and will end at start of the 4^{th} quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Center area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. Boise State will abide by all terms and conditions of the Board's existing alcohol policy I.J.
9. The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of $2,000,000, and to make sure the proper permits and licenses are obtained.
10. No alcohol making or distributing companies may be allowed to sponsor the activities.
11. Boise State University will implement further measures to assure underage drinking does not take place in the Sky Center as shown on the attachment. A list of those measures defining how the Sky Center is monitored and secured is attached. This security plan was provided to the Board at the Board's request with regard to the 2011 season.

Boise State University utilizes campus security, along with the Boise City Police and other law enforcement and civilian officials, to control and manage the service of alcohol. Even during sold out games, no serious issues or concerns have been reported since alcohol service began in 2005. Boise State will have the same or an enhanced security plan that has been in place for the past ten seasons for the coming season.

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football games.

ATTACHMENT

Attachment 1 – Security Plan – Stueckle Sky Center Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restrictions if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as Boise State Universities report regarding service at the Stueckle Sky Center during the 2016 home football season.

BOARD ACTION

I move to approve the request by Boise State University to allow alcohol service in Stueckle Sky Center during the 2016 home football season, Famous Idaho Potato Bowl, the 2017 spring game, and if applicable, the conference championship game in full compliance with Board policy section I.J.

Moved by __________ Seconded by __________ Carried Yes _____ No ____

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Boise State University
2016 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Stueckle Sky Center

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center. Security plans for the Sky Center are as follows and will be conducted at each home game for the 2016 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2015 season.

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

Staffing Plan

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

- Crowd manager Supervisor – Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor – Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

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

South Elevator Lobby

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

Level 3 – Loge Level

- Crowd Manager at the North (N.) stairs stadium to loge level – Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties

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

<u>Level 4 – Club Level</u>

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

<u>Level 5 – Suite Level</u>

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

<u>Level 6 – Press Level</u>

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

Policies

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

Laminated info sheet included in all suites placed on refrigerator.

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

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

"It is a privilege for us to serve alcohol in the Stueckle Sky Center"

Have a great Game Day, GO BRONCOS!

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IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-Game Alcohol Service Waiver

REFERENCE

June 2007-2012	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.
June 2013	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2013 football season.
June 2014	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2014 football season.
June 2015	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2015 football season

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Board policy does not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for the institutions' service of alcohol on campus provided that an acceptable and manageable plan has been submitted (Boise State and University of Idaho for the 2004 - 2015 football seasons) and it meets all of the conditions set forth in Board policy Section I.J. During the 2007 through 2015 football seasons, Idaho State University (ISU) followed models established by the university of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2015 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. ISU is continuing to work with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

ISU requests Board approval to establish a secure area on the east side of Holt Arena, prior to each home football game, for the purpose of allowing corporate partners, the Bengal Foundation, Bengal football alumni team members, and invited guests the opportunity to gather with their clients, friends, and guests for the 2016 home football games. In this secure area, ISU Athletics Department will allow patrons to purchase food and beverages (non- alcoholic and alcoholic).

The alcoholic beverages will be sold and served by a licensed provider and the university's official food service provider. ISU will provide control measures and follow all requirements of Board policy regarding alcohol service. The university will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point, which will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of $2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2016 home football games, including sales and service of alcohol.
11. A review of the 2016 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

If the Board does not approve the alcohol waiver request, ISU will not be able to include the sale of alcohol on campus at home football games during the 2016 season.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as ISU's report regarding service during the 2015 football season.

Idaho State University's request is for one secure area on the east side of Hold arena.

BOARD ACTION

I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under the conditions outlined in Board policy I.J. subsection 2.c. for the 2016 football season.

Moved by __________ Seconded by ___________ Carried Yes _____ No _____

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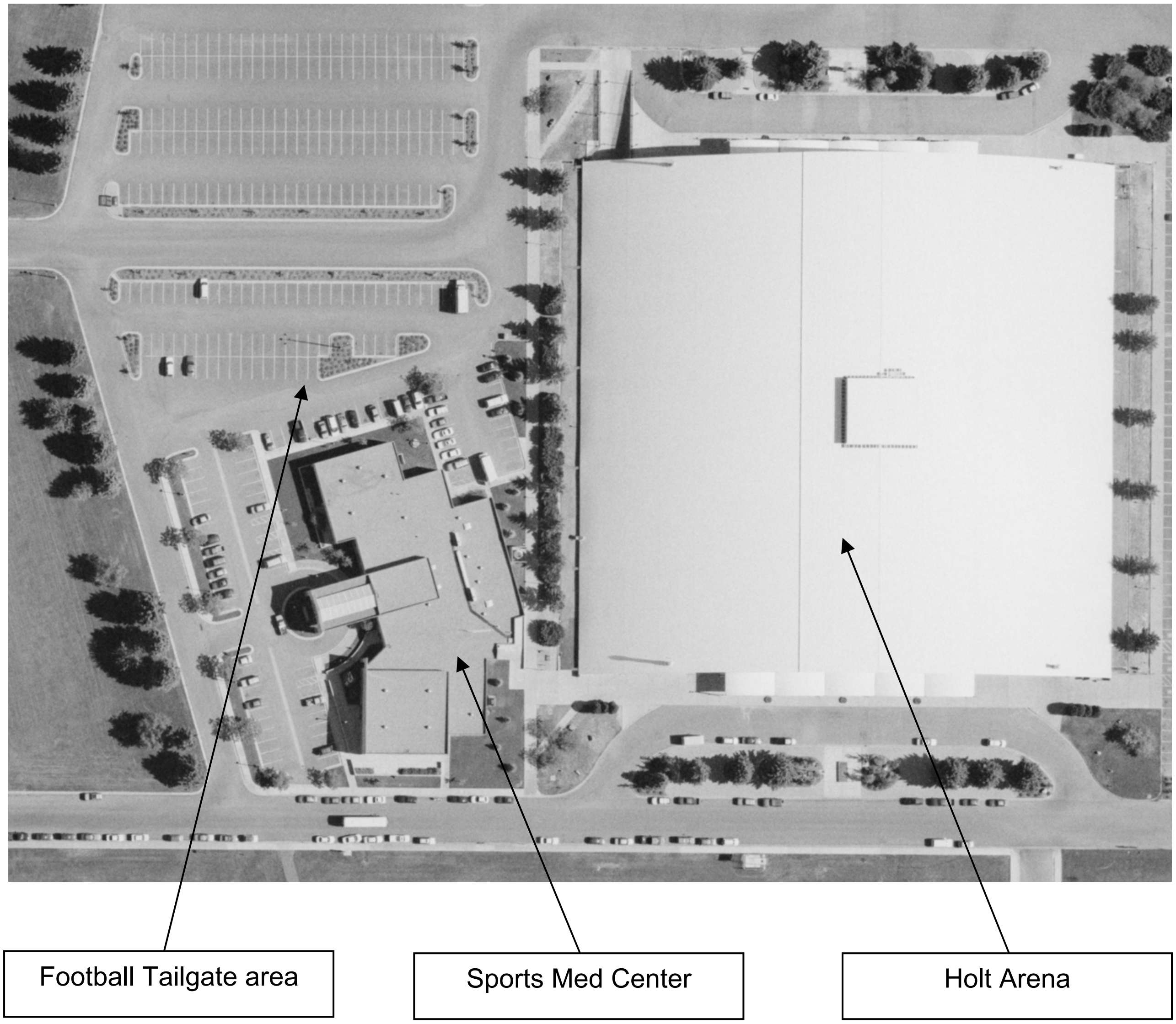
Aerial View of Holt Arena and Sports Med Center



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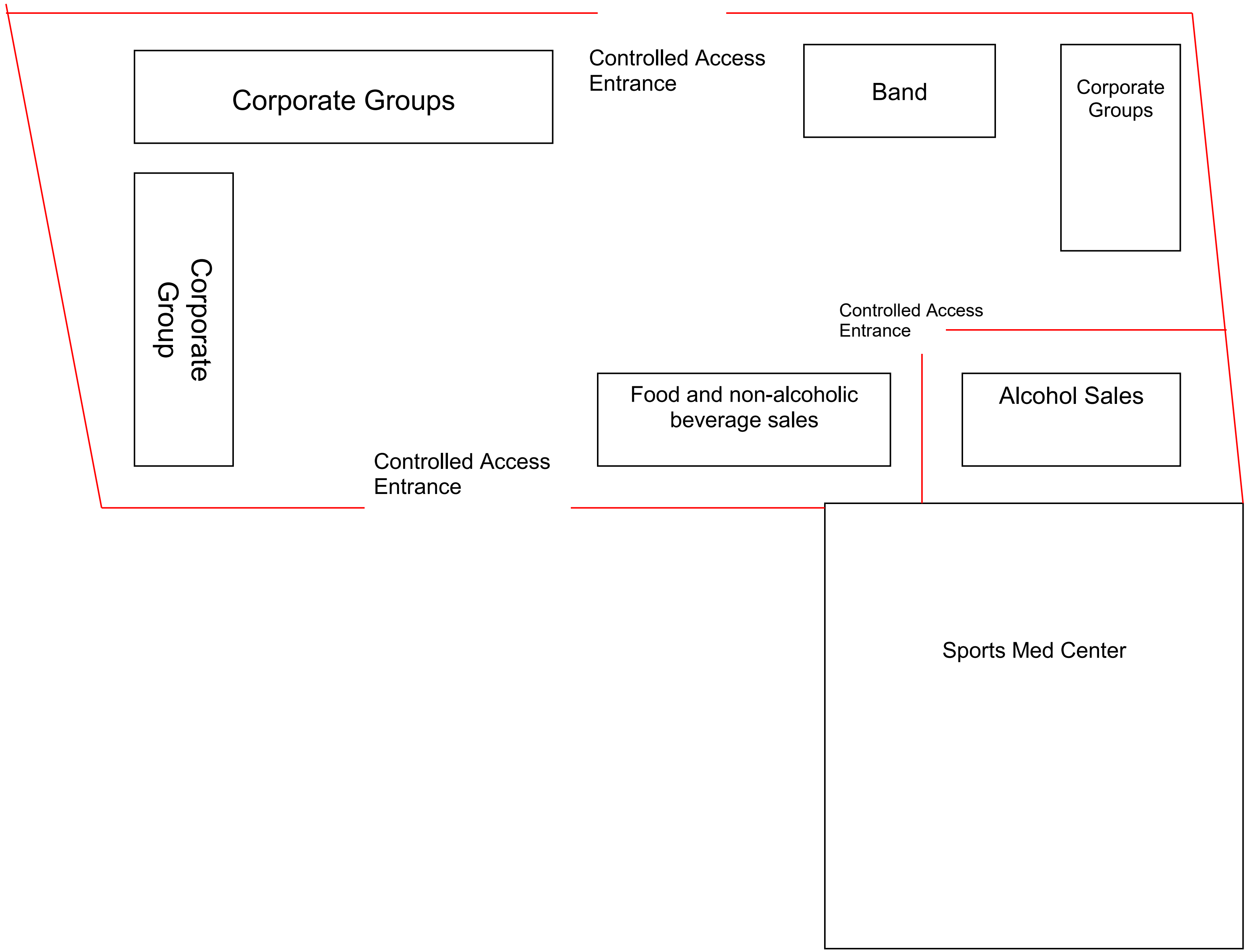
Idaho State University
Football Pre-Game Tailgate



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UNIVERSITY OF IDAHO

SUBJECT

The University of Idaho (UI) requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2016 football season.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. There were no serious issues or concerns related to the service of alcohol at pre-game events in that time-frame.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games.
October 21, 2015	Board voted to extend the approval of expanded alcohol service during home football games for the 2015-16 season. No serious issues or concerns related to service of alcohol at pre-game activities were experienced in the 2015 football season.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions must seek prior Board approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games. The University of Idaho (UI) has consistently made and had such requests approved by the Board and has a history of having no serious issues or concerns related to service of alcohol at pre-game activities.

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

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

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciate the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field, north end, will be the location for the secure area where food and beverage service (including alcoholic beverages) will take place. There will be space within the secure area on the east side of the ASUI-Kibbie Dome for the President's Circle Pre-Game Function and for corporate tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. The south end of the Student Activities Field will be available for the University to host visiting team institutions pursuant to all applicable Board and Institution policies. Service of alcohol at the President's Pre-game Function and the Corporate Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to the tents and no alcohol allowed to leave the tents. This layout allows the institution to control all events permitted for pre-game service of alcohol.

There have been no serious incidences regarding the pre-game service of alcohol through the 2015 football season and the 2016 spring practice football game where service has been approved.

IMPACT

Approval will allow the University of Idaho to continue the new practice of serving alcohol in a secure area prior to home football games to individuals holder a game ticket. If approved this area would also be open to minor children.

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the September 3, 2015 Board meeting the Board approved an expanded request for the University of Idaho to provide alcohol service in conjunction with football pre-game activities and waived a portion of Board policy I.J. to allow for the expanded alcohol service on a one-year pilot basis with additional caveats. Additional caveats included a restriction on underage children entering the alcohol service area. The set-up that UI has described is a “family friendly” setting and indicates the intent is to have a restaurant style environment where underage children are present. Given the restriction included during the September 2015 discussion, if the Board wishes to include the same caveats they will need to include them in the motion for approval. The additional language specified that “students and minors would not be allowed in the alcohol services areas.”

To accommodate this request the Board will need to waive two sections of the current Board policy. The written invitation restriction as well as minor children being present.

BOARD ACTION

I move to waive Board policy Section I.J.2.c.i. and I.J.2.c.iii. for the purpose of allowing alcohol service at the University of Idaho for the 2016-2017 home football season.

Moved by _________ Seconded by _________ Carried Yes ____ No ___

AND

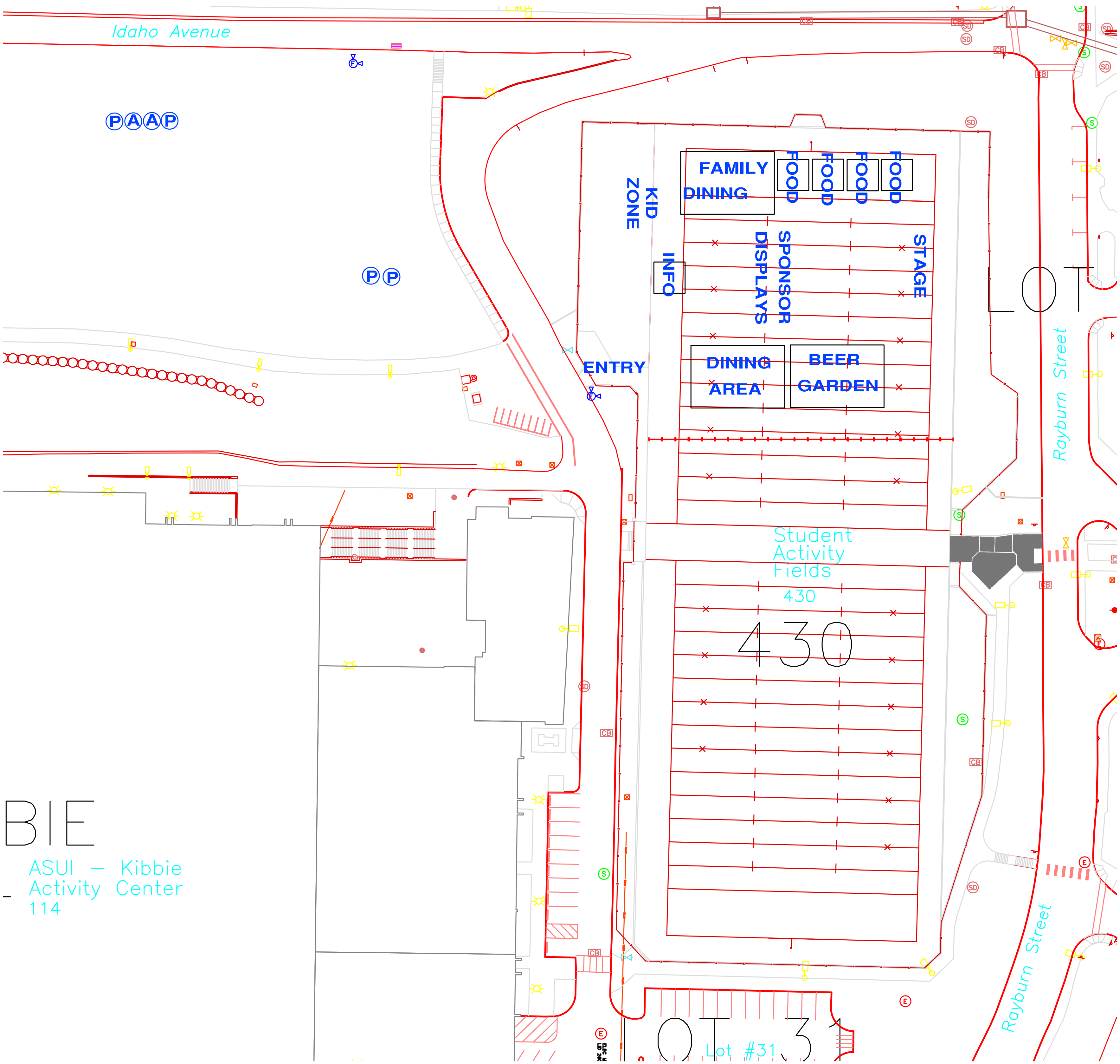
I move to approve the request by the University of Idaho to establish a secure area under the conditions set forth in this request and in compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2016 football season and the spring 2017 football scrimmage, with a post-season report brought back to the Board.

Moved by _________ Seconded by _________ Carried Yes ____ No ___

OR

I move to reject the request for a waiver of Board policy Section I.J.2.c.i. and approve the request by the University of Idaho to establish a secure area under the conditions set forth in this request contingent on attendees receiving a written invitation (a game ticket does not constitute a written invitation), now under the legal drinking age is admitted into the alcohol service and consumption area of the event, and in full compliance with all provisions set forth in Board policy Section I.J. for the purpose of allowing alcohol service for the 2016 football season, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board.

Moved by __________ Seconded by __________ Carried Yes ____ No ___


Idaho Avenue
FAMILY DINING
FOOD
FOOD
FOOD
FOOD
KID ZONE
INFO
SPONSOR DISPLAYS
STAGE
ENTRY
DINING AREA
BEER GARDEN
LOT
Student Activity Fields
430
430
Rayburn Street
BIE
ASUI – Kibbie Activity Center
114
Lot #31
Rayburn Street

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UNIVERSITY OF IDAHO

SUBJECT

Request for Approval of Sale of Alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

2004-2012	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years.
June 18, 2014	Board approved the request by UI to authorize alcohol service during the 2013 football season and during the spring 2014 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c. There were no serious issues or concerns related to service of alcohol at pre-game activities in the 2012 and 2013 football seasons and the 2014 spring scrimmage game.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games.
October 21, 2015	Board voted to extend the approval of expanded alcohol service during home football games for the 2015-16 season. No serious issues or concerns related to service of alcohol at pre-game activities were experienced in the 2015 football season.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

The University of Idaho (UI) seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2016 football season as well as for the 2017 Spring Football Scrimmage Game for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome).

The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center. There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games. All entry points to Center suites and the Center clubroom area (identified in the attached drawings) will be staffed with trained security personnel. In addition, security personnel will be located within the Center to monitor activities within the suites and clubroom.

The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and non-alcoholic beverages. The university and Center patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games. Again there have been no serious incidences regarding the pre-game service of alcohol through the 2015 seasons and 2017 spring scrimmage game where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

IMPACT

Approval will allow the University of Idaho to continue the practice of serving alcohol in restricted areas during home football games.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restrictions if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as the University of Idaho's report regarding service at the Center during the 2016 home football season.

BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2016 football season and during the spring 2017 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.

Moved by __________ Seconded by __________ Carried Yes _____ No ___

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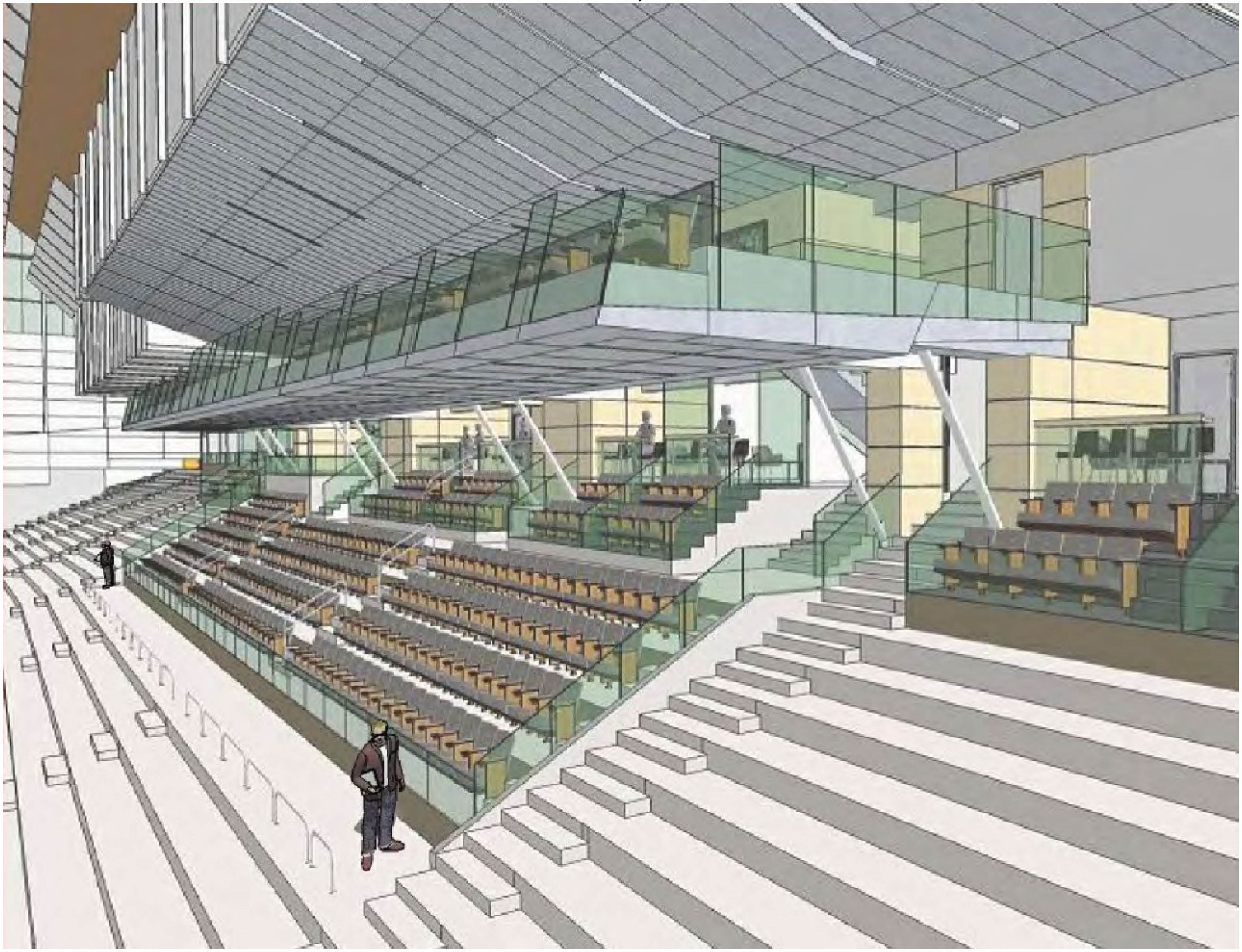
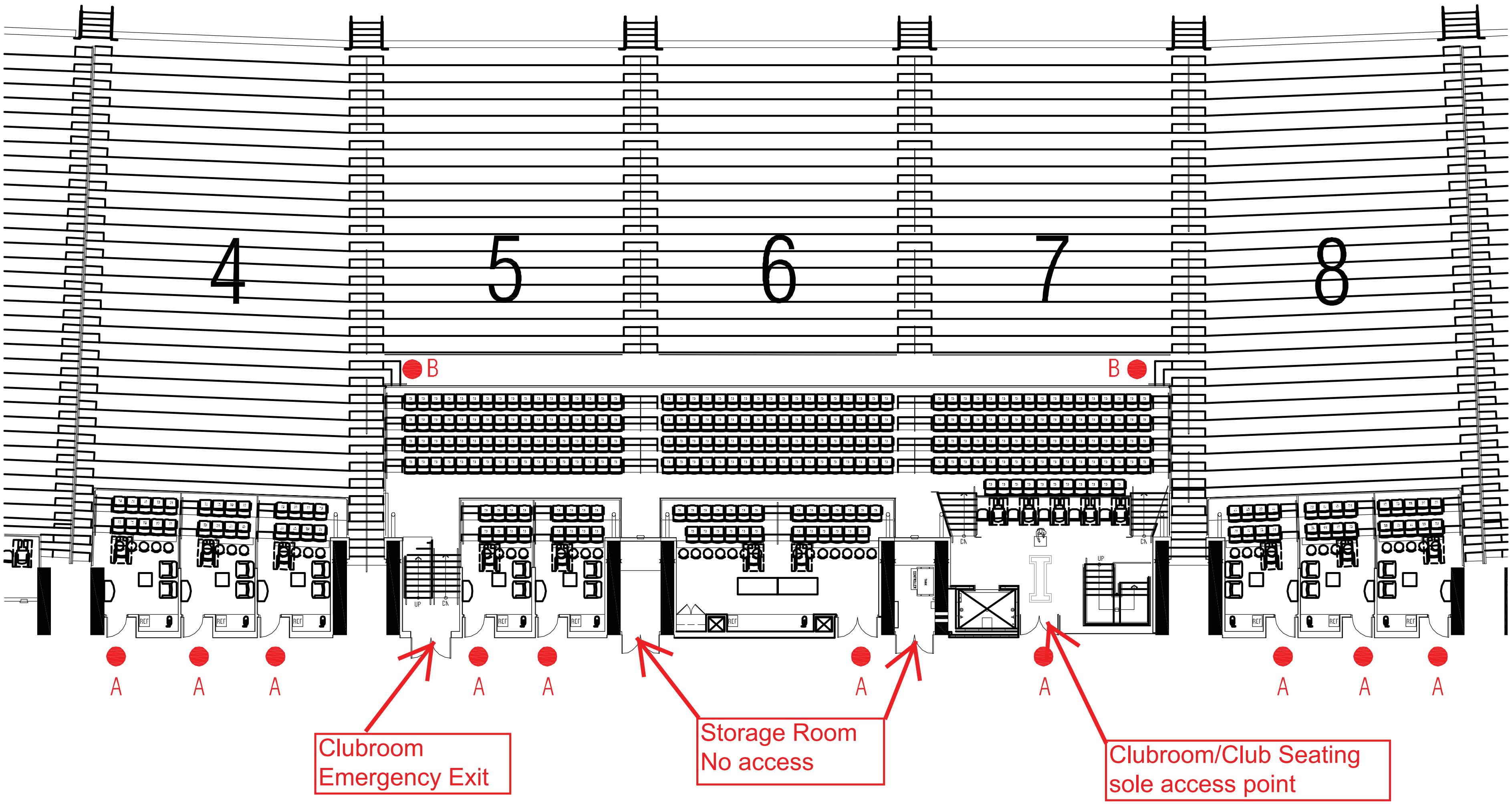


PERSPECTIVE

CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

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

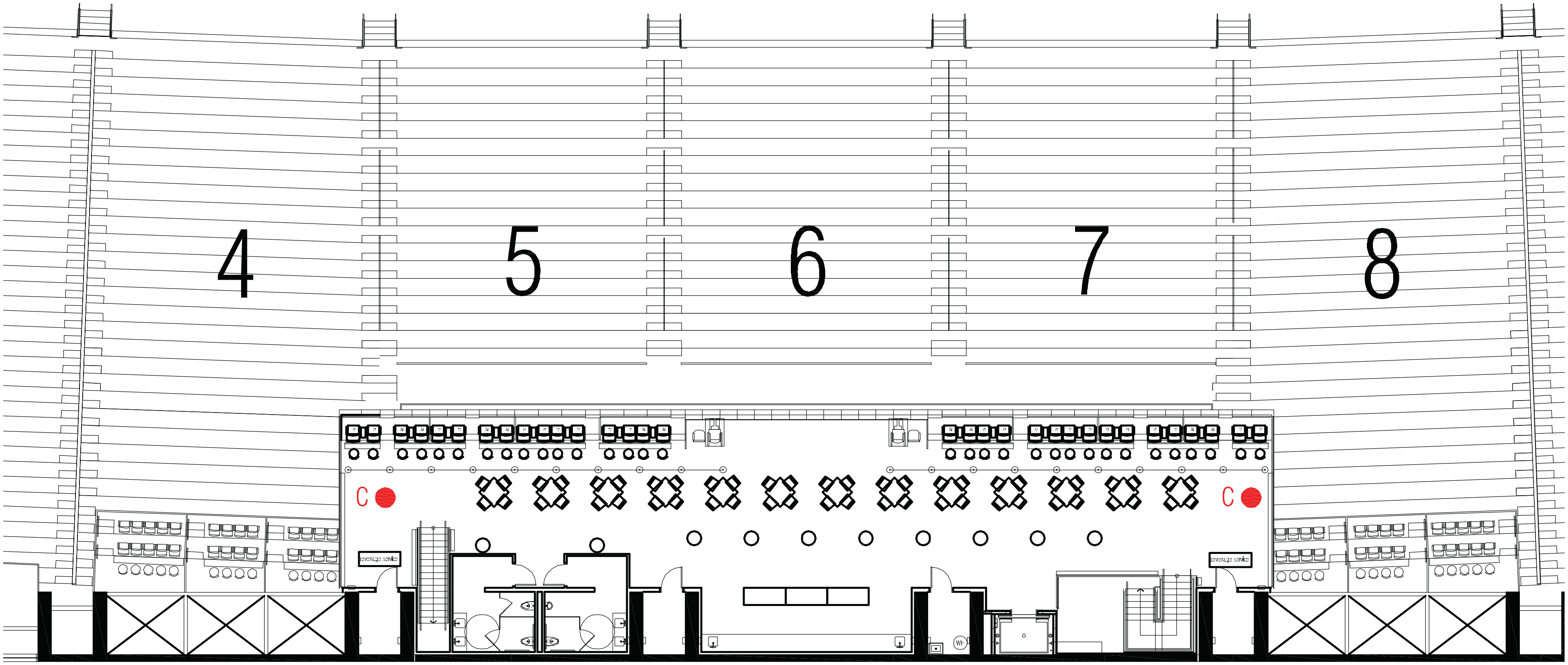


CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors



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

CLUB ROM LEVEL

ASUI KIBBIE ACTIVITY CENTER

UNIVERSITY OF IDAHO

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COMMUNITY COLLEGES

SUBJECT

Community College Trustee Zones

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2104A and 2106, Idaho Code

BACKGROUND/DISCUSSION

During the 2016 Legislative Session House Bill 512 created a new section of Idaho Code, Section 33-2104A, Idaho Code, setting out the provisions for each community college district to have five trustee zones. Each trustee position on the community college board is designated to a zone. Trustees must reside within the trustee zone they are designated in, however, all eligible electors residing within the community college district may vote for candidates in each and every zone. The purpose of the legislation was to ensure representation is distributed evenly throughout a community college district.

Section 33-2104A, Idaho Code requires the trustee zones be established by the state Board of Education in a similar manner to the requirement for the Board to set school district trustee zones. This included a requirement that the Board of Trustees of each community college district formed prior to the effective date of the legislation submit a proposal for consideration and approval for establishing the five trustee zones.

The statutory requirements for these proposals include:

- The zones must be as nearly equal in population as practicable,
- If the community college district is situated within two or more counties, and any one of the counties has sufficient population to warrant at least one zone, then the boundaries of a trustee zone shall be located wholly within the boundaries of such county.
- The proposals to define or redefine the boundaries must include:
  - a legal description of each proposed trustee zone;
  - a map of the district showing how each proposed trustee zone would appear; and
  - the approximate population each zone would have

Legislative intent for House Bill 512, specifies that the same process for zoning and rezoning currently prescribed for school districts should be used by the State Board of Education. In addition to the zoning and rezoning for expansion provisions language is included that parallels the school district zoning requirements, requiring that each district submit a proposal for rezoning to the State Board of Education following the decennial census.

IMPACT

Approval of the trustee zones would bring the community college districts into compliance with the provisions of Section 33-2014A, Idaho Code.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In addition to being in alignment with the Board's constitutional and statutory authority over Idaho public education system, an unbiased approval of the trustee zone boundaries removes any question regarding conflicts of interest when initial zone or rezoning must occur.

Board staff and legal counsel met with the presidents of the College of Southern Idaho and North Idaho College in March of this year to discuss the process and agree to a timeline for submittal of the proposals and requirements for the proposals. Using the requirements specified in the new section of code the community colleges were to submit proposals that contained:

- A map of the proposed zones
- Legal description of the proposed zones
- Population number for the proposed zones

In alignment with the school district zoning requirements and population variance standard set by the Board, it was agreed that the legal description would be certified by an individual qualified to write property legal descriptions, that the populations would have a less than five percent variance, and where practicable existing boundary lines, such as census blocks, city boundaries, county boundaries, roads, geographical boundaries or other types of boundaries would be used.

The submitted proposals meet all of the statutory and formatting requirements.

BOARD ACTION

I move to approve the community college district trustee zones legal description submitted by the College of Southern Idaho as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the community college district trustee zones legal description submitted by the North Idaho College as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the community college district trustee zones legal description submitted by the College of Western Idaho as submitted in Attachment 3.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 1

Commencing at the intersection of Addison Avenue (3900 North Road) and Blue Lakes Boulevard (3000 East Road) of the City of Twin Falls of Twin Falls County, Idaho; and being the REAL POINT OF BEGINNING.

Thence South along Blue Lakes Boulevard, becoming 3000 East Road to the intersection of 2475 North Road.

Thence East along 2475 North Road to the intersection of Cottonwood Road.

Thence Southeast along Cottonwood road to the intersection of the Sawtooth National Forest boundary being the line between Township 12 South, Range 17 East and Township 13 South, Range 17 East.

Thence East along the Sawtooth National Forest boundary being the line between Township 12 south, Range 17 East and Township 13 South, Range 17 East to the Northeast corner of Township 13 South, Range 17 East.

Thence South along the boundary line between Township 13 South, Range 17 East and Township 13 South, Range 18 East to the Southwest corner of Township 13 South Range 18 East.

Thence East along the boundary line between Township 13 South Range 18 East, and Township 14 South Range 18 East to the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line.

Thence West along the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line to the intersection of 3900 East Road and 800 South Road.

Thence East along the Twin Falls/Cassia county line (800 South Road) to the intersection of 1400 West Road.

Thence North along the Twin Falls/Cassia County line to the intersection of 3500 North and 5000 East Road.

Thence East along the Twin Falls/Cassia County line (200 South Road).

Thence North along the Twin Falls/Cassia County line.

Thence Northeasterly along the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line to the intersection of the Jerome County line in the Snake River.

Thence Westerly along the Twin Falls/Jerome County line in the Snake River to the confluence of Perrine Coulee No.2 of the Twin Falls Canal Company below Pillar Falls.

Thence Southerly along the center of Perrine Coulee No.2 to the intersection of Pole Line Road East at the bridge on the East side of the Pillar Falls access trail.

Thence Easterly along Pole Line Road East to the Twin Falls City boundary.

Thence Northeasterly along the Twin Falls City boundary to the rim of the Snake River Canyon.

Thence Easterly along the Twin Falls City boundary being the Canyon Rim to the Northwest corner of the city of Twin Falls ownership property described in Deed Instrument #2012-004438 of Twin Falls County records.

Thence Southerly along said Twin Falls city ownership boundary known as the Evil Knievel parcel to the Northwest corner of Lot 1 Block 2 "Shoshone Heights PUD Subdivision No.1".

Thence Southerly along the Westerly boundary of said Lot 1 to the Southwest corner of said Lot 1.

Thence Easterly along the Southerly boundary of said Lot 1 extended to Hankins road (3200 East road).

Thence South along Hankins Road (3200 East Road) to the intersection of Addison Avenue East.

Thence West along Addison Avenue East to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR
1000
4-25-16
STATE OF IDAHO
ROGER A. KRUGER

Seat 1
Page 2 of 2

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 2

Commencing at the intersection of Balanced Rock Road (3700 North Road) and the Twin Falls/Owyhee county line and being the REAL POINT OF BEGINNING.

Thence Easterly along Balanced Rock Road (3700 North Road) to the intersection of 600 East Road.

Thence North along 600 East Road to the intersection of Deep Creek road (3800 North Road).

Thence East along Deep Creek Road (3800 North Road) to the intersection of 1100 East Road.

Thence North along 1100 East Road to the intersection of 3900 North Road.

Thence East along 3900 North Road to the intersection of 1700 East Road.

Thence North along 1700 East road to the intersection of 3900 North Road adjoining the North side of the Lowline Canal.

Thence Southeasterly along 3900 North Road on the North side of the canal to the intersection of the section line on 3900 North Road.

The East along 3900 North Road to the intersection of US Highway 30.

Thence East along US Highway 30 becoming Addison Avenue West to the intersection of Washington Street in the City of Twin Falls.

Thence North along Washington Street to the intersection of Heyburn Avenue.

Thence East along Heyburn Avenue to the intersection of Blue Lakes Boulevard North.

Thence South along Blue Lakes Boulevard becoming 3000 East Road to the intersection of 2475 North Road.

Thence East along 2475 North Road to the intersection of Cottonwood Road.

Thence Southeast along the Cottonwood Road to the intersection of the Sawtooth National Forest boundary being the line between Township 12 South, Range 17 East and Township 13 South, Range 17 East.

Thence East along the Sawtooth National Forest boundary being the line between Township 12 South, Range 17 East and Township 13 South, Range 17 East to the Northeast corner of Township 13 South, Range 17 East.

Thence South along the boundary line between Township 13 South Range 17 East, and Township 13 South Range 18 East to Southwest corner of Township 13 South Range 18 East.

Thence East along the boundary line between Township 13 South Range 18 East, and Township 14 South Range 18 East to the Twin Falls/Cassia County line.

Thence South along the Twin Falls/Cassia County line to the intersection of the Nevada border.

Thence West along the Idaho/Nevada border to the Twin Falls/Owyhee County line.

Thence North along the Twin Falls/Owyhee County line to the REAL POINT OF BEGINNING.

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 3

Commencing at the intersection of Interstate 84 and the Jerome/Gooding County line and being the REAL POINT OF BEGINNING.

Thence North along the Jerome/Gooding County line to the Northwest corner of Jerome County.

Thence East along the Jerome/Gooding County line to the intersection of the Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line to the Northeast corner of Jerome County.

Thence South along the Jerome/Minidoka County line to the Southeast corner of Jerome County in the Snake River.

Thence Westerly along the Jerome County line along the Snake River to the "Scott's Barrow Bridge" on the Snake River above Auger Falls.

Thence Northerly meandering along the Auger Falls road which becomes Yingst Road.

Thence Northerly along Yingst Road to the intersection of Golf Course Road.

Thence North along Golf Course Road to the intersection of Interstate 84.

Thence Northwesterly along Interstate 84 to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR
1000
4-25-16
STATE OF IDAHO

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 4

Commencing at the intersection of Blue Lakes Boulevard (US Highway 93) and the Snake River on the Twin Falls/Jerome County line below the Perrine Bridge.

Thence Easterly along the Snake River on the Twin Falls/Jerome County line to the confluence of Perrine Coulee No.2 of the Twin Falls Canal Company below Pillar Falls.

Thence Southerly along the center of the Perrine Coulee No.2 to the intersection of Pole Line Road East at the bridge on the East side of the Pillar Falls access trail.

Thence Easterly along Pole Line Road East to the Twin Falls City boundary.

Thence Northeasterly along the Twin Falls City boundary to the rim of the Snake River Canyon.

Thence Easterly along the Twin Falls City boundary being the canyon rim to the Northwest corner of the City of Twin Falls ownership property described in Deed Instrument #2012-004438 of Twin Falls County records.

Thence Southerly along said Twin Falls City ownership boundary known as the Evil Knievel parcel to the Northwest corner of Lot 1 Block 2 "Shoshone Heights PUD Subdivision No.1".

Thence Southerly along the Westerly boundary of said lot 1 to the Southwest corner of said Lot 1.

Thence Easterly along the Southerly boundary of said Lot 1 extended to Hankins road (3200 East Road).

Thence South along Hankins road (3200 East Road) to the intersection of Addison Avenue East.

Thence West along Addison Avenue East to the intersection of Blue Lakes Boulevard North.

Thence North along Blue Lakes Boulevard North to the intersection of Heyburn Avenue.

Thence West along Heyburn Avenue to the intersection of Washington Street North.

Thence North along Washington Street North to the intersection of Falls Avenue West

Thence West along Falls Avenue West to the intersection of 2700 East Road.

Thence North along 2700 East Road to the intersection of Pole Line Road (US Highway 93 Alternate).

Thence West along the Pole Line road (US Highway 93 Alternate) to the intersection of Rock Creek.

Thence meandering Northerly along Rock Creek to the confluence of the Snake River and the intersection of the Jerome County line.

Thence meandering Easterly along the Snake River being the Jerome/Twin Falls County line to the REAL POINT OF BEIGINNING.

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 5

Commencing at the intersection of Interstate 84 and the Jerome/Gooding County line and being the REAL POINT OF BEGINNING.

Thence South along the Jerome/Gooding County line to the intersection of the Snake River.

Thence meandering Northwesterly along the Snake River being the Twin Falls/Gooding County line to the intersection of the Elmore County line.

Thence South along the Twin Falls/Elmore County line to the intersection of the Owyhee County line.

Thence South along the Twin Falls/Owyhee County line to the intersection of the Balanced rock Road (3700 North Road).

Thence Easterly along Balanced Rock Road (3700 North Road) to the intersection of 600 East Road.

Thence North along 600 East Road to the intersection of Deep Creek Road (3800 North Road).

Thence East along Deep Creek Road (3800 North Road) to the intersection of 1100 East Road.

Thence North along 1100 East Road to the intersection of 3900 North Road.

Thence East along 3900 North Road to the intersection of 1700 East Road.

Thence North along 1700 East Road to the intersection of 3900 North Road adjoining the North side of the Lowline Canal.

Thence Southeasterly along 3900 North Road on the North side of the canal to the intersection of the section line on 3900 North Road.

Thence East along 3900 North Road to the intersection of US Highway 30.

Thence East along US Highway 30 becoming Addison Avenue West to the intersection of Washington Street in the City of Twin Falls.

Thence North along Washington Street to the intersection of Falls Avenue West.

Thence West along Falls Avenue West to the intersection of 2700 East Road.

Thence North along 2700 East Road to the intersection of Pole Line Road (US Highway 93 Alternate).

Thence West along Pole Line Road (US Highway 93 Alternate) to the intersection of Rock Creek.

Thence meandering Northerly along Rock Creek to the confluence of the Snake River being the intersection of the Jerome/Twin Falls County line.

Thence meandering Easterly along the Snake River being the Jerome/Twin Falls County line to the "Scott's Barrow Bridge" on the Snake River above Auger Falls.

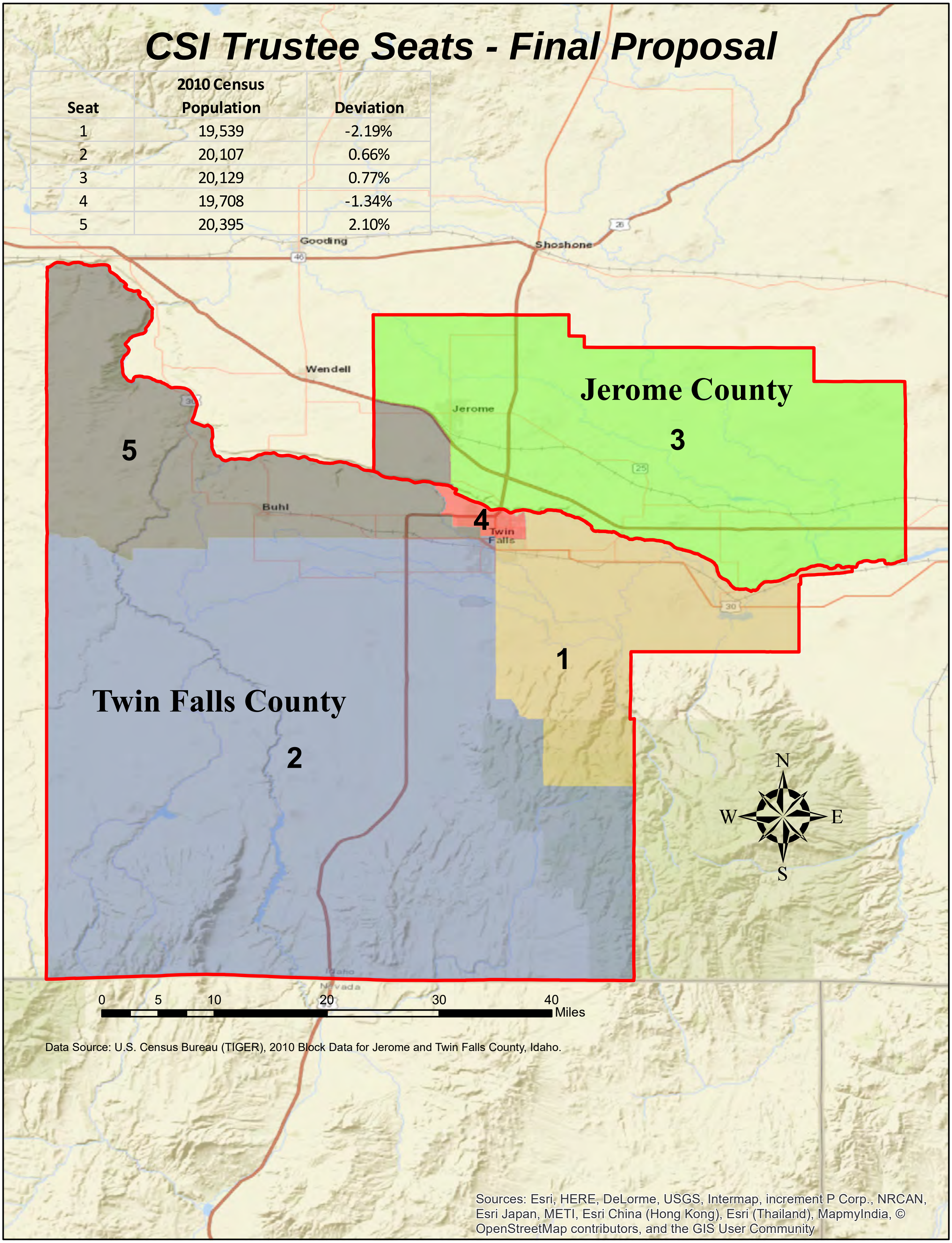
Thence Northerly meandering along the Auger Falls Road which becomes Yingst Road.

Thence Northerly along Yingst Road to the intersection of Golf Course Road.

Thence North along Golf Course Road to the intersection of Interstate 84.

Thence Northwesterly along Interstate 84 to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR
1000
4-25-16
STATE OF IDAHO
ROGER A. KRUGER



Seat	2010 Census Population	Deviation
1	19,539	-2.19%
2	20,107	0.66%
3	20,129	0.77%
4	19,708	-1.34%
5	20,395	2.10%

J-U-B ENGINEERS, INC.

J-U-B COMPANIES | THE LANGDON GROUP | GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D1

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the southwest corner of Kootenai County, being the southwest corner of Section 36, Township 47 North, Range 6 West, Boise Meridian, Kootenai County, Idaho; thence north, along the west boundary of Kootenai County and also along the Idaho-Washington State Line, 120,700 feet, more or less, to the southerly shoreline of the Spokane River;

thence easterly, along said southerly shoreline 23,235 feet, more or less, to the west line of Section 4, Township 50 North, Range 5 West, B.M.;

thence continuing along said southerly shoreline 6,960 feet, more or less, to a point perpendicular to (when measured at right angles) the western-most end of Island No. 1, as said Island is identified on the plat of the Confirmed Claim of Frederick Post on file with the BLM (said island is the southerly large island near the Post Falls Dam);

thence northeasterly 325 feet, more or less, to said western-most point;

thence southeasterly, along the northerly shoreline of said island, 2,820 feet, more or less, to the eastern-most point of said island;

thence south 550 feet, more or less, to the southerly shoreline of the Spokane River;

thence easterly, along said shoreline 32,535 feet, more or less, to a point perpendicular to (when measured at right angles) to the western-most end of Harbor Island;

thence northeasterly 55 feet, more or less, to said western-most point;

thence northeasterly along the northerly shoreline of said Harbor Island, 3,655 feet, more or less, eastern-most point of said island;

thence south 120 feet, more or less, to said southerly shoreline of the Spokane River;

thence easterly, along said shoreline 15,185 feet, more or less, to a point on said southerly shoreline which intersects the southwesterly extension of the east line of Government Lot 2, Section 10, Township 50 North, Range 4 West, B.M.;

thence north, across the Spokane River, along said southwesterly extension, 585 feet, more or less, to the southeast corner of said Government Lot 2;

a 7825 Meadowlark Way, Coeur d'Alene, ID 83815 p 208 762 8787 f 208 762 9797 w www.jub.com

thence north, along the east line of said Government Lot 2, 1,600 feet, more or less, to the northeast corner of said Government Lot 2;

thence continuing north, along the east line of the Southeast 1/4 of the Southwest 1/4 of Section 3, Township 50 North, Range 4 West, B.M., 330 feet, more or less, to Interstate 90;

thence westerly, along said Interstate 90, 8,300 feet, more or less, to North Huetter Road;

thence northerly, along said North Huetter Road, 190 feet, more or less, to the south line of the Northwest 1/4 of Section 4, Township 50 North, Range 4 West, B.M.;

thence east, along the south line of said Northwest 1/4, 2,640 feet, more or less, to the southeast corner of said Northwest 1/4;

thence north, along the east line of said Northwest 1/4, 2,700 feet, more or less, to the northeast corner thereof;

thence continuing north, along the north-south center of Section line of Section 33, Township 51 North, Range 4 West, 5,300 feet, more or less, to the north line of said Section 33;

thence east, along the north line of the Northeast 1/4 of said Section 33, 2,635 feet, more or less, to Atlas Road;

thence north, along said Atlas Road, 5,330 feet more or less, to West Prairie Avenue;

thence east, along said West Prairie Avenue, 9,200 feet, more or less, to U.S. Highway 95;

thence southerly, along said U.S. Highway 95, 16,650 feet, more or less, to Interstate 90;

thence southeasterly, along said Interstate 90, 4,030 feet, more or less, to North 7th Street;

thence south, along said North 7th Street, 1,120 feet, more or less, to East Locust Avenue;

thence westerly, along said East Locust Avenue, 185 feet, more or less, to North 7th Street;

thence south, along said North 7th Street, 2,625 feet, more or less, to East Harrison Avenue;

thence west, along said East Harrison Avenue, 1,055 feet, more or less, to North 4th Street;

thence south, along said North 4th Street, 4,960 feet, more or less, to East Front Avenue;

thence west, along said East Front Avenue, 360 feet, more or less, to South 3rd Street;

thence south, along the southerly extension of said South 3rd Street, 455 feet, more or less, to the shoreline of Lake Coeur d'Alene;

thence westerly, along said shoreline of Lake Coeur d'Alene, 6,150 feet, more or less, to the east shoreline of the Spokane River;

thence westerly, across the Spokane River, 760 feet, more or less, to the intersection of the west shoreline of the Spokane River and the shoreline of Lake Coeur d'Alene;

thence along the westerly shoreline of said Lake Coeur d'Alene 305,220 feet, more or less, to the south boundary of Kootenai County, being the south line of Section 30, Township 47 North, Range 3 West, B.M.;

thence west along the south boundary of Kootenai County, also being the south line of said Section 30, 2,000 feet, more or less, to the southwest corner of said Section 30 and a point of the east line of Section 25, Township 47 North, Range 4 West, B.M.;

thence south, along said east line of Section 25, 1,880 feet, more or less, to the southeast corner thereof;

thence west, along the south line of said Section 25 and the south line of Section 26 of Township 47 North, Range 4 West, B.M., 10,515 feet, more or less, to the southwest corner of said Section 26;

thence south along the east line of Section 34, Township 47 North, Range 4 West, B.M., 5,205 feet to the southeast corner thereof;

thence west, along the south line of Township 47 North, Range 4 West, 21,100 feet, more or less, to the southwest corner thereof;

thence continuing west, along the south line of Township 47 North, Range 5 West, 31,500 feet, more or less, to the southwest corner thereof;

thence continuing west, along the south line of Section 36, Township 47 North, Range 6 West, 4,100 feet, more or less, to the southwest corner thereof, and the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
JEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D2

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the southeast corner of Kootenai County, being the southeast corner of Section 16, Township 47 North, Range 1 East, B.M., Kootenai County, Idaho; thence west, along the south boundary of Kootenai County and the south boundary of Township 47 North, Range 1 East, B.M., 16,000 feet, more or less, to the southwest corner of Section 18, Township 47 North, Range 1 East, B.M., said point being on the east line of Section 13, Township 47 North, Range 1 West, B.M.;

thence south, along the east line of said Section 13, 200 feet, more or less, to the southeast corner thereof;

thence west, along the south line of Sections 13, 14, 15, 16, 17 and 18 of Township 47 North, Range 1 West, B.M., 32,000 feet, more or less, to the southwest corner of said Section 18;

thence north, along the west line of said Section 18, 435 feet, more or less, to the southeast corner of Section 13, Township 47 North, Range 2 West, B.M.;

thence west, along the south line of Sections 13, 14 and 15 of Township 47 North, Range 2 West, B.M., 15,750 feet, more or less, to the southwest corner of said Section 15;

thence south, along the east line of Section 21, Township 47 North, Range 2 West, B.M., 5,250 feet, more or less, to the southeast corner thereof;

thence west, along the south line of Sections 21 and 20, Township 47 North, Range 2 West, B.M., 10,590 feet, more or less, to the southwest corner of said Section 20;

thence south, along the east line of Sections 30 and 31, Township 47 North, Range 2 West, B.M., 10,435 feet, more or less, to the southeast corner of Said Section 31;

thence west, along the south line of said Section 31, 5,280 feet, more or less, to the southwest corner thereof;

thence west, along the south line of Sections 36, 35, 34 and 33 of Township 47 North, Range 3 West, B.M., 20,170 feet, more or less, to the easterly shoreline of Lake Coeur d'Alene;

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thence northwesterly, along said easterly shoreline, 1,075 feet, more or less, to the west line of said Section 33 of Township 47 North, Range 3 West, B.M.;

thence north, along the west line of said Section 33, 4,675 feet, more or less, to the northwest corner thereof;

thence west, along the south line of Section 29, 865 feet, more or less, to the easterly shoreline of Lake Coeur d'Alene;

thence northerly, along said easterly shoreline 315,980 feet, more or less, to the point of intersection with said shoreline and the southerly extension of South 3rd Street in Coeur d'Alene, Idaho;

thence north, along said southerly extension of South 3rd Street, 455 feet, more or less, to Front Avenue in Coeur d'Alene;

thence east, along said Front Avenue, 360 feet, more or less, to South 4th Street;

thence north, along said 4th Street, 4960 feet, more or less, to Harrison Avenue;

thence east, along said Harrison Avenue, 1,055 feet, more or less, to North 7th Street;

thence north, along said North 7th Street, 2,625 feet, more or less, to East Locust Avenue;

thence east, along said Locust Avenue, 185 feet, more or less, to North 7th Street;

thence north, along said North 7th Street, 2,655 feet, more or less, to East Best Avenue;

thence east, along said East Best Avenue, 120 feet, more or less, to North 7th Street;

thence north on said North 7th Street, 1,330 feet, more or less, to East Crawford Avenue;

thence east on said East Crawford Avenue, 670 feet, more or less, to North Honeysuckle Drive;

thence northwesterly, along said North Honeysuckle Drive, 3,025 feet, more or less, to East Day Road;

thence east, along said East Day Road, 915 feet, more or less, to the terminus of said East Day Road;

thence continuing east, along the extension of said East Day Road, 230 feet, more or less, to the west boundary of the plat of Highwood Park 1st Addition, according to the plat thereof recorded in Book E at Page 168, Records of Kootenai County, Idaho;

thence south, along said plat boundary, 170 feet, more or less, to the southwest corner of Lot 1, Block 9 of said plat;

thence continuing south, 155 feet, more or less, to the southeast corner of Tract 11, Block 2 of Gardendale Acre Tracts, according to the plat thereof recorded in Book B at Page 145, Records of Kootenai County, Idaho;

thence east, 10 feet, more or less, to the northwest corner of Lot 22, Block 1 of the plat of North Pines, according to the plat thereof recorded in Book I at Page 145, Records of Kootenai County, Idaho;

thence continuing east, 1,320 feet, more or less, to the intersection of 15^{th} Street and East Thomas Lane in Coeur d'Alene, Idaho;

thence continuing east, along said East Thomas Lane, 4,605 feet, more or less, to North Maple Leaf Road;

thence south, along said North Maple Leaf Road, 1,320 feet, more or less, to East Nettleton Gulch Road;

thence northeasterly, along said East Nettleton Gulch Road, 18,680 feet, more or less, to the east line of Section 32, Township 51 North, Range 3 West, B.M.;

thence north, along said east line of Section 32, 300 feet, more or less, to the northeast corner thereof;

thence continuing north, along the east line of Section 29, Township 51 North, Range 3 West, B.M., 5,280 feet, more or less, to the northeast corner thereof;

thence east, along the north line of Section 28, Township 51 North, Range 3 West, B.M., 2,745 feet, more or less, to Windy Creek;

thence northeasterly, along said Windy Creek, 970 feet, more or less, to the southerly shoreline of Hayden Lake;

thence easterly and northerly, along the easterly shoreline of said Hayden Lake, 87,920 feet, more or less, to Hayden Creek;

thence westerly and southerly, continuing along the shoreline of said Hayden Lake, 10,300 feet, more or less, to the north line of Lot 28 of Hayden Lake Park, according to the plat thereof recorded in Book C at Page 95, Records of Kootenai County, Idaho;

thence west 665 feet, more or less, to the east line of Section 33, Township 52 North, Range 3 West, B.M.;

thence south, along said east line of Section 33, 1,450 feet, more or less, to the southeast corner thereof;

thence west, along the south line of said Section 33, 1,305 feet, more or less, to East Hayden Lake Road;

thence south, along said East Hayden Lake Road, 5,230 feet, more or less, to East Lancaster Road;

thence west, along said East Lancaster Road, 20,200 feet, more or less, to North Government Way;

thence north, along said North Government Way, 5,360 feet, more or less, to West Boekel Road;

thence west, along said West Boekel Road, 435 feet, more or less, to U.S. Highway 95;

thence northerly, along said U.S. Highway 95, 42,830 feet, more or less, to East Brunner Road;

thence west, along said Brunner Road, 8,505 feet, more or less, to North Clagstone Road;

thence north, along said North Clagstone Road, 10,615 feet, more or less, to East Remington Road;

thence west, along said East Remington Road, 16,010 feet, more or less, to North Ramsey Road;

thence north, along said North Ramsey Road, 5,310 feet, more or less, to State Highway 54;

thence west, along said State Highway 54, 4,000 feet, more or less, to North Priest River Drive;

thence northwesterly along said North Priest River Drive, 12,360 feet, more or less, to the north line of Section 4 of Township 53 North, Range 4 West, B.M.;

thence east along the north line of said Section 4 of Township 53 North, Range 4 West, B.M., 4,970 feet, more or less, to the northeast corner thereof;

thence east, along the north line of Township 53 North, Range 4 West, B.M., 16,210 feet, more or less, to the northeast corner of Section 1 of said Township 53 North, Range 4 West, B.M.;

thence continuing east, along the north line of Township 53 North, Range 3 West, B.M., 31,920 feet, more or less, to the northeast corner thereof;

thence north, along the west line of Section 31, Township 54 North, Range 2 West B.M., 5,235 feet, more or less, to the northwest corner thereof;

thence east, along the north line of Sections 31, 32, 33, 34, 35 and 36 of Township 54 North, Range 2 West, B.M., 31,540 feet, more or less, to the northeast corner of said Section 36;

thence south, along the east line of said Section 36, 2,280 feet, more or less, to the westerly shoreline of Lake Pend Oreille;

thence westerly and southerly, along said shoreline, 63,380 feet, more or less, to the west line of Section 7, Township 53 North, Range 1 West, B.M.;

thence south along the west line of said Section 7 and Sections 18, 19, 30 and 31 of said Township 53 North, Range 1 West, B.M., 21,350 feet, more or less, to the southwest corner of said Section 31;

thence east, along the south line of said Township 53 North, Range 1 West, B.M., 26,770 feet, to the southeast corner thereof;

thence continuing east, along the south line of Township 53 North, Range 1 East, B.M., 16,400 feet, to the Southeast corner of Section 33 of said Township;

thence continuing east, along the south line of said Township 53 North, Range 1 East, B.M. 510 feet, more or less to the northeast corner of Section 4, Township 52 North, Range 1 East, B.M.;

thence south along the east boundary of Kootenai County, 173,775 feet, more or less, to the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.

2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
GEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D3

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the intersection of the northerly shoreline of the Spokane River, and the west boundary of Kootenai County;

thence easterly, along said northerly shoreline 27,355 feet, more or less, to a point perpendicular to (when measured at right angles) the western-most end of Island No. 2, as said Island is identified on the plat of the Confirmed Claim of Frederick Post on file with the BLM (said island is the northerly large island near the Post Falls Dam);

thence southeasterly 230 feet, more or less, to said western-most point;

thence southeasterly, along the southerly shoreline of said island, 4,300 feet, more or less, to the eastern-most point of said island;

thence east, 460 feet, more or less, to the northerly shoreline of the Spokane River;

thence easterly, along said shoreline, 40,780 feet, more or less, to a point on said northerly shoreline which intersects the east line of Government Lot 2, Section 10, Township 50 North, Range 4 West, B.M.;

thence north, along the east line of said Government Lot 2, 1,600 feet, more or less, to the northeast corner of said Government Lot 2;

thence continuing north, along the east line of the Southeast 1/4 of the Southwest 1/4 of Section 3, Township 50 North, Range 4 West, B.M., 330 feet, more or less, to Interstate 90;

thence westerly, along said Interstate 90, 8,300 feet, more or less, to North Huetter Road;

thence northerly, along said North Huetter Road, 190 feet, more or less, to the south line of the Northwest 1/4 of Section 4, Township 50 North, Range 4 West, B.M.;

thence east, along the south line of said Northwest 1/4, 2,640 feet, more or less, to the southeast corner of said Northwest 1/4;

thence north, along the east line of said Northwest 1/4, 2,700 feet, more or less, to the northeast corner thereof;

thence continuing north, along the north-south center of Section line of Section 33, Township 51 North, Range 4 West, 5,300 feet, more or less, to the north line of said Section 33;

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thence west, along the north line of the Northwest 1/4 of said Section 33, 2,600 feet, more or less, to the intersection of North Huetter Road and East Poleline Avenue;

thence west, along said East Poleline Avenue, 23,850 feet, more or less, to North Spokane Street;

thence north, along said North Spokane Street, 2,650 feet, more or less, to West Grange Avenue;

thence west, along said West Grange Avenue, 2,640 feet, more or less, to North Chase Road;

thence south, along said North Chase Road, 2,640 feet, more or less, to West Poleline Avenue;

thence west, along said West Poleline Avenue, 5,750 feet, more or less, to North McGuire Road;

thence south, along said North McGuire Road, 1,255 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 16,950 feet, more or less, to the west boundary of Kootenai County, also being the Idaho-Washington State line;

thence south, along said west boundary of Kootenai County, 3,260 feet, more or less, to the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010—2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Geremy Russell

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
GEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D4

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the intersection of West Prairie Avenue and North Atlas Road, said point being the southeast corner of Section 21, Township 51 North, Range 4 West, B.M.; thence east, along said West Prairie Avenue, 9,200 feet, more or less, to U.S. Highway 95;

thence southerly, along said U.S. Highway 95, 16,650 feet, more or less, to Interstate 90;

thence southeasterly, along said Interstate 90, 4,030 feet, more or less, to North 7th Street;

thence north, along said North 7th Street, 1,530 feet, more or less, to East Best Avenue;

thence east, along said East Best Avenue, 120 feet, more or less, to North 7th Street;

thence north on said North 7th Street, 1,330 feet, more or less, to East Crawford Avenue;

thence east on said East Crawford Avenue, 670 feet, more or less, to North Honeysuckle Drive;

thence northwesterly, along said North Honeysuckle Drive, 3,025 feet, more or less, to East Day Road;

thence east, along said East Day Road, 915 feet, more or less, to the terminus of said East Day Road;

thence continuing east, along the extension of said East Day Road, 230, more or less, to the west boundary of the plat of Highwood Park 1st Addition, according to the plat thereof recorded in Book E at Page 168, Records of Kootenai County, Idaho;

thence south, along said plat boundary, 170 feet, more or less, to the southwest corner of Lot 1, Block 9 of said plat;

thence continuing south, 155 feet, more or less, to the southeast corner of Tract 11, Block 2 of Gardendale Acre Tracts, according to the plat thereof recorded in Book B at Page 145, Records of Kootenai County, Idaho;

thence east, 10 feet, more or less, to the northwest corner of Lot 22, Block 1 of the plat of North Pines, according to the plat thereof recorded in Book I at Page 145, Records of Kootenai County, Idaho;

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a 7825 Meadowlark Way, Coeur d'Alene, ID 83815 p 208 762 8787 f 208 762 9797 w www.jub.com

thence continuing east, 1,320 feet, more or less, to the intersection of 15th Street and East Thomas Lane in Coeur d'Alene, Idaho;

thence continuing east, along said East Thomas Lane, 4,605 feet, more or less, to North Maple Leaf Road;

thence south, along said North Maple Leaf Road, 1,320 feet, more or less, to East Nettleton Gulch Road;

thence northeasterly, along said East Nettleton Gulch Road, 18,680 feet, more or less, to the east line of Section 32, Township 51 North, Range 3 West, B.M.;

thence north, along said east line of Section 32, 300 feet, more or less, to the northeast corner thereof;

thence continuing north, along the east line of Section 29, Township 51 North, Range 3 West, B.M., 5,280 feet, more or less, to the northeast corner thereof;

thence east, along the north line of Section 28, Township 51 North, Range 3 West, B.M., 2,745 feet, more or less, to Windy Creek;

thence northeasterly, along said Windy Creek, 970 feet, more or less, to the southerly shoreline of Hayden Lake;

thence westerly and northerly, along the westerly shoreline of said Hayden Lake, 61,775 feet, more or less, to the north line of Lot 28 of Hayden Lake Park, according to the plat thereof recorded in Book C at Page 95, Records of Kootenai County, Idaho;

thence west 665 feet, more or less, to the east line of Section 33, Township 52 North, Range 3 West, B.M.;

thence south, along said east line of Section 33, 1,450 feet, more or less, to the southeast corner thereof;

thence west, along the south line of said Section 33, 1,305 feet, more or less, to East Hayden Lake Road;

thence south, along said East Hayden Lake Road, 5,230 feet, more or less, to East Lancaster Road;

thence west, along said East Lancaster Road, 20,200 feet, more or less, to North Government Way;

thence north, along said North Government Way, 5,360 feet, more or less, to West Boekel Road;

thence west, along said West Boekel Road, 435 feet, more or less, to U.S. Highway 95;

thence northerly, along said U.S. Highway 95, 11,350 feet, more or less, to East Garwood Road;

thence west, along said East Garwood Road, 300 feet, more or less, to Old Highway 95;

thence southwesterly, along said Old Highway 95, 4,640 feet, more or less, to State Highway 53;

thence westerly, along said State Highway 53, 5,000 feet, more or less, to Ramsey Road;

thence south, along said Ramsey Road, 3,915 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 12,850 feet, more or less, to North Huetter Road;

thence south, along said North Huetter Road, 15,200 feet, more or less, to West Prairie Avenue;

thence east, along said West Prairie Avenue, 5,270 feet, more or less, to Atlas Road, said point being the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
GEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D5

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the northwest corner of Kootenai County, being the northwest corner of Section 1, Township 53 North, Range 6 West, B.M., Kootenai County, Idaho; thence east along the north boundary of Kootenai County, 47,000 feet, to the northeast corner of Section 5, Township 53 North, Range 4 West, B.M.;

thence continuing east along the north line of Section 4 of said Township 53 North, Range 4 West, B.M., 390 feet, more or less, to North Priest River Drive;

thence southeasterly along said North Priest River Drive, 12,360 feet, more or less, to State Highway 54;

thence easterly, along said State Highway 54, 4,000 feet, more or less, to North Ramsey Road;

thence south, along said North Ramsey Road, 5,310 feet, more or less, to West Remington Road;

thence east, along said West Remington Road, 16,010 feet, more or less, to North Clagstone Road;

thence south, along said North Clagstone Road, 10,615 feet, more or less, to East Brunner Road;

thence east, along said East Brunner Road, 8,505 feet, more or less, to U.S. Highway 95;

thence southwesterly, along said U.S. Highway 95, 31,490 feet, more or less, to East Garwood Road;

thence west, along said East Garwood Road, 300 feet, more or less, to Old Highway 95;

thence southwesterly, along said Old Highway 95, 4,640 feet, more or less, to State Highway 53;

thence westerly, along said State Highway 53, 5,000 feet, more or less, to Ramsey Road;

thence south, along said Ramsey Road, 3,915 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 12,850 feet, more or less, to North Huetter Road;

thence south, along said North Huetter Road, 15,200 feet, more or less, to West Prairie Avenue;

thence east, along said West Prairie Avenue, 5,270 feet, more or less, to Atlas Road;

thence south, along said Atlas Road, 5,330 feet, more or less, to the southeast corner of Section 28, Township 51 North, Range 4 West, B.M.;

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thence west, along the south line of said Section 28, 5,250 feet, more or less, to the intersection of North Huetter Road and East Poleline Avenue;

thence west, along said East Poleline Avenue, 23,850 feet, more or less, to North Spokane Street;

thence north, along said North Spokane Street, 2,650 feet, more or less, to West Grange Avenue;

thence west, along said West Grange Avenue, 2,640 feet, more or less, to North Chase Road;

thence south, along said North Chase Road, 2,640 feet, more or less, to West Poleline Avenue;

thence west, along said West Poleline Avenue, 5,750 feet, more or less, to North McGuire Road;

thence south, along said North McGuire Road, 1,255 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 16,950 feet, more or less, to the west boundary of Kootenai County, also being the Idaho-Washington State line;

thence north, along said west boundary of Kootenai County, 98,785 feet, more or less, to the POINT OF BEGINNING.

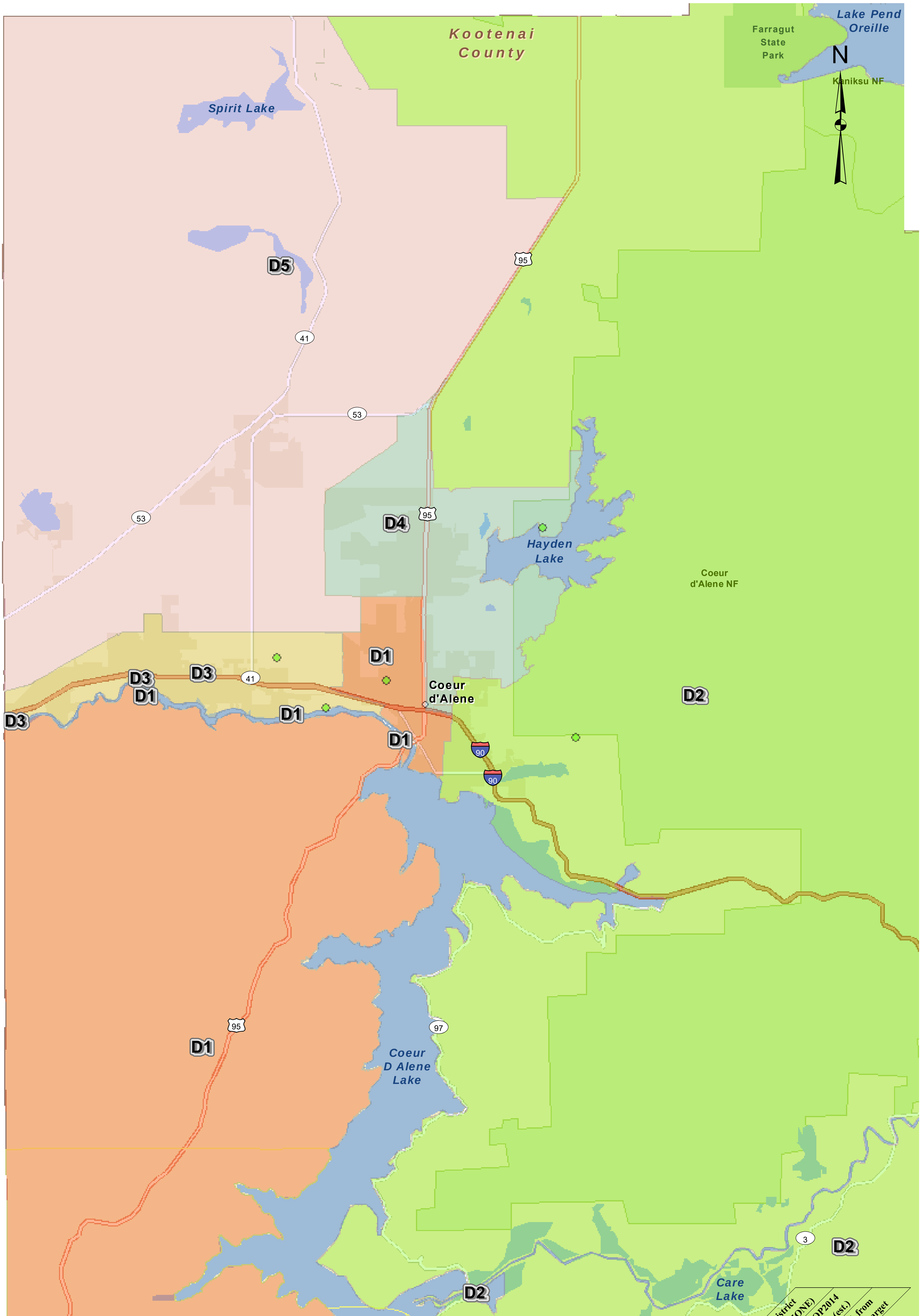
NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
JEREMY J. RUSSELL

Trustee Zones



District (ZONE)	POP2014 (est.)	% from target
D1	29,124	0.73
D2	28,796	-0.40
D3	29,065	0.53
D4	28,679	-0.81
D5	28,899	-0.05
	144,563	

Data From:
American Community Survey (ACS)
2010-2014 ACS 5-year estimates
U.S. Census Bureau

0 1 2 4 6 8 Miles

ZONES

D1 D2 D3 D4 D5

FOX LAND SURVEYS

1515 S. Shoshone St., Boise, ID 83705
Office (208)342-7957

Trustee Zone 1

Commencing at the North corner common to Ada County and Canyon County, Idaho, at the northerly common corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho, the **TRUE POINT OF BEGINNING**:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada County and Canyon County and Can-Ada Road to the corner common to Township 4 North, Ranges 1 & 2 West and Township 3 North, Ranges 1 & 2 West, Boise Meridian, at the intersection of Can-Ada Road and Ustick Road;

2) Thence easterly along the common line of said Townships 3 and 4 North, Range 1 West and Ustick Road and the common boundary of Ada County and Canyon County to the common corner of Sections 32 and 33 Township 4 North, Range 1 West and Sections 4 and 5, Township 3 North, Range 1 West, being at the intersection of Ustick Road and McDermott Road;

3) Thence southerly along the line common to Sections 4 & 5, 8 & 9, 16 & 17, Township 3 North, Range 1 West and McDermott Road the common boundary of Ada County and Canyon County to its' intersection with the center line of US Interstate Highway 84;

4) Thence leaving said common County boundary line and meandering in a westerly direction along the center line of US Interstate Highway 84 to its' intersection with Keim Lane, being also the common line of Sections 8 & 9, Township 3 North, Range 2 West, Boise Meridian, in Canyon County;

5) Thence southerly along the common line of Sections 8 & 9, 16 & 17 and Keim Lane and Midland Boulevard, to the corner common to Sections 16, 17, 20 & 21, Township 3 North, Range 2 West, Boise Meridian and the intersection of Midland Boulevard and Orchard Avenue;

6) Thence westerly along the common line of said Sections 17 & 20 and Orchard Avenue, to its' intersection with the center line of the Elijah Drain;

7) Thence meandering in a southeasterly direction along the center line of the Elijah Drain to the common line of said Sections 20 & 21 and Midland Boulevard;

8) Thence southerly along said common line of Sections 20 & 21 and Midland Boulevard, to the corner common to Sections 20, 21, 28 & 29, Township 3 North, Range 2 West, at the intersection of Midland Boulevard and Lone Star Road;

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9) Thence westerly along the common line of said Sections 20 and 29 and Lone Star Road, to the corner common to Sections 19, 20, 29 & 30, Township 3 North, Range 2 West, at the intersection of Lone Star Road and Middleton Road;

10) Thence southerly along the common line of Sections 29 & 30 and Middleton Road, to the Quarter corner common to said Sections 29 and 30, Township 3 North and Range 2 West at the intersection with Roosevelt Avenue;

11) Thence westerly along the Center of Section line of said Section 30 and Roosevelt Avenue to the Quarter corner common to Sections 30, Township 3 North, Range 2 West and Section 25, Township 3 North, Range 3 West at the intersection of Roosevelt Avenue and Midway Road;

12) Thence southerly, along the Range line common to Ranges 2 and 3 West and Midway Road and its' southerly extension to the Township and Range Corner common to Township 3 North, Ranges 2 and 3 West and Township 2 North, Ranges 2 and 3 West at the intersection of the southerly extension of Midway Road with Greenhurst Road;

13) Thence easterly, along the common Township line of Townships 2 & 3 North, and Greenhurst Road to the section corner common to Sections 31 & 32, Township 3 North, Range 2 West and Sections 5 & 6, Township 2 North, Range 2 West at the intersection of Greenhurst Road and Middleton Road;

14) Thence southerly along the line common to Sections 5 & 6, 7 & 8, 17 & 18 Township 2 North, Range 2 West, Middleton Road and Dearborne Road to the Quarter corner common to Sections 17 & 18 at the intersection of Dearborne Road, Emerald Road and Lake Shore Road;

15) Thence easterly along the center of section line of Sections 17, 16 & 15 and Lake Shore Drive to the Quarter corner common to Sections 14 & 15, Township 2 North, Range 2 West, at the intersection of Lakeshore Drive and Powerline Road;

16) Thence southerly along the section line common to Sections 14 & 15 and Powerline Road to the Section corner common to Sections 14, 15, 22 & 23, Township 2 North, Range 2 West, at the intersection of Powerline Road and Deer Flat Road;

17) Thence easterly along the section line common to Sections 14, 23 and 13, 24 Township 2 North, Range 2 West and Sections 18, 19, 17, 20 Township 2 North, Range 1 West to the corner common to Sections 16, 17, 20, & 21, Township 2 North, Range 1 West, at the intersection of Deer Flat Road and McDermott Road and the common boundary of Ada County and Canyon County;

18) Thence southerly along the Section line common to Sections 20 & 21, 28 & 29, 32 & 33 Township 2 North, Range 1 West and McDermott Road and the common

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boundary of Ada County and Canyon County to the Section corner common to Sections 32 & 33 said Township and Range and Sections 4 & 5, Township 1 North, Range 1 West at the apparent intersection of McDermott Road and the easterly extension of Bowmont Road and the westerly extension of Kuna-Mora Road;

19) Thence westerly along the Township line common to Townships 1 & 2 North and the easterly extension of Bowmont Road and the common boundary of Ada County and Canyon County to the Township and Range corner common to 1 & 2 North, Ranges 1 & 2 West at the intersection of Bowmont Road and Happy Valley Road;

20) Thence southerly along the Range line common to Ranges 1 & 2 West and Happy Valley Road to the Snake River and the Ada, Canyon and Owyhee County boundary line;

21) Thence meandering northwesterly along the Snake River and the Canyon and Owyhee County Boundary line to the Idaho / Oregon border;

22) Thence meandering northerly and along the Idaho/Oregon Border to the west most corner common to Sections 6 & 7, Township 6 North, Range 5 West and the Canyon and Payette County line;

23) Thence leaving the Snake River and running easterly along the Section line common to Sections 6 & 7, 5 & 8, and the Canyon and Payette County line and Beverly Avenue to the Section corner common to 4, 5, 8 & 9, Township 6 North, Range 5 West, at the intersection of Beverly Avenue and US Highway 26/95;

24) Thence southerly along the Section lines common to Sections 8 & 9, 16 & 17, 20 & 21 and the Canyon and Payette County line and US Highway 26/95 to the Section corner common to Sections 20, 21, 28 & 29, said Township and Range at the intersection of US Highway 26/95 and Pearl Road;

25) Thence easterly along the Section lines common to Sections 21 & 28, 22 & 27 and Pearl Road and the Canyon and Payette County line to the Section corner common to Sections 22, 23, 26 & 27, Township 6 North, Range 5 West, at the intersection of Pearl Road and the northerly extension of Shelton Road;

26) Thence southerly along the Section line common to Sections 26 and 27 and the northerly extension of Shelton Road to the Section corner common to Sections 26, 27, 34 & 35, Township 6 North, Range 5 West;

27) Thence easterly along the Section line common to Sections 26 & 35 to the Section corner common to Sections 25, 26, 35 & 36, Township 6 North, Range 5 West, at Boehm Lane;

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28) Thence southerly along the Section line common to Sections 35 & 36 and Boehm Lane to the Township line common to Townships 5 & 6 North;

29) Thence easterly along said common Township line to the Section corner common to Sections 5 and 6 Township 5 North, Range 4 West;

30) Thence southerly along the common line of Sections 5 & 6 to the Section corner common to Sections 5, 6, 7 & 8;

31) Thence easterly along the Section line common to Sections 5 & 8, 4 & 9, 3 & 10 to the Section corner common to Sections 2, 3, 10 & 11 at Pearl Road;

32) Thence northerly along the Section line common to Sections 2 & 3 and Pearl Road to the Quarter corner common to Sections 2 & 3;

33) Thence easterly along the Center of Section lines in Sections 2 & 1 to the East Quarter corner of Section 1, Township 5 North, Range 4 West at Stafford Road;

34) Thence northerly along the Section line common to Section 1, Township 5 North, Range 4 West and Section 6, Township 5 North, Range 3 West and along Market Road to the north Township and Range corner common to 5 North 3 and 4 West;

35) Thence easterly along the Township line common to Townships 5 & 6 North and along Oasis Road and its' easterly extension and the Canyon, Payette and Gem County lines to the **TRUE POINT OF BEGINNING**.

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Trustee Zone 2

Commencing at the North corner common to Ada County and Canyon County, Idaho, at the northerly common corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho, the **TRUE POINT OF BEGINNING**:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada and Canyon County and Can-Ada Road to the Section corner common to Sections 30 & 31 Township 4 North, Range 1 West and Section 25 & 36 Township 4 North, Range 2 West at the intersection of Can-Ada Road and McMillan Road;

2) Thence leaving said County boundary line and running easterly along the section line common to Sections 30 & 31, 29 & 32, 28 & 33, 27 & 34, and McMillan Road to the Section corner common to Sections 34, 35, 26 and 27 at the intersection of McMillan Road and Ten Mile Road;

3) Thence southerly along the section line common to Sections 34 & 35 and Ten Mile Road to the Section corner common to Sections 2 & 3 Township 3 North, Range 1 West and Sections 34 & 35 Township 4 North, Range 1 West at the intersection of Ten Mile Road and Ustick Road;

4) Thence easterly along the Township line common to Townships 3 & 4 North and Ustick Road to the intersection of Ustick Road and the northerly extension of the centerline of Sharon Avenue;

5) Thence southerly along said center line extension and said center line of Sharon Avenue to the South Right-of-way of Tahiti Street;

6) Thence southwesterly along the South Right-of-way of Tahiti Street to the north corner common to Lots 14 & 15 Block 5, Redfeather Estates Subdivision No. 3;

7) Thence southeasterly along the common line of said Lots 14 & 15 to the Center of Section line of Section 4, Township 3 North, Range 1 East;

8) Thence easterly along said Center of Section line to the Quarter corner common to Sections 3 and 4 Township 3 North, Range 1 East at the intersection with Cloverdale Road;

9) Thence northerly along the Section line of Sections 3 & 4, said Township and Range and Cloverdale Road to the Section corner common to Sections 3 & 4 said Township and Range and Sections 33 & 34 Township 4 North, Range 1 East;

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10) Thence easterly along the Township line common to Townships 3 & 4 North to the West 1/16th line of Section 36 Township 4 North, Range 1 East;

11) Thence northerly along said West 1/16th line to its' intersection with the center line of Goddard Road within said Section 36;

12) Thence easterly along the center line of Goddard Road to the Center North 1/16th corner of said Section 36 at the intersection of Goddard Road and Milwaukee Street;

13) Thence southerly along the Center of Section line of said Section 36 and Section 1 Township 3 North, Range 1 East to the Quarter corner common to said Section 1 & 12, said Township 3 North, Range 1 East at the intersection of Milwaukee and Fairview Avenue;

14) Thence easterly along the section line common to Sections 1 & 12 and Fairview Avenue to the Section corner common to Section 1 & 12 Township 3 North, Range 1 East and Sections 6 & 7 Township 3 North, Range 2 East at the intersection of Fairview Avenue and Cole Road;

15) Thence northerly along the section line common to said Sections 1 and 6 and Cole Road to the Quarter corner common to Section 1 Township 3 North, Range 1 East and Section 6 Township 3 North, Range 2 East at the intersection of Cole Road and Northview Street:

16) Thence easterly along the Quarter section line of said Section 6 and Northview Street to the Quarter corner common to Sections 6 & 5 Township 3 North, Range 2 East near the intersection of Northview Street and Curtis Road;

17) Thence northerly along the section line common to Sections 5 and 6 to the intersection with the center line of Settlers Canal;

18) Thence meandering southeasterly along the center line of the Settlers Canal to the line common to Lots 12 & 13, Section 5, Township 3 North, Range 2 East;

19) Thence southerly along said Lot lines to the intersection with the center line of US Interstate Highway 184;

20) Thence easterly along said center line of US Interstate Highway 184 to the intersection of the southwesterly prolongation of Main Street;

21) Thence northeasterly along said prolongation of Main Street to the center line of the Boise River within the southwest Quarter of Section 4 Township 3 North, Range 2 East;

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22) Thence meandering northwesterly along the center line of the Boise River to the section line common to Sections 22 and 23 Township 4 North Range 1 East;

23) Thence leaving the Boise River and running northerly along the section line common to Section 22 & 23, 14 & 15 and Horseshoe Bend Road to the intersection of Horseshoe Bend Road and the center line of State Street/Highway 44 in Section 32, Township 4 North, Range 2 East;

24) Thence southeasterly along the center line of State Street/Highway 44 to the intersection of State Street/Highway 44 and Sycamore Drive;

25) Thence northeasterly along the center line of Sycamore Drive to the intersection of Sycamore Drive and Taft Street;

26) Thence easterly along Taft Street to the Section corner common to Sections 28, 29, 32 & 33, Township 4 North, Range 2 East at the intersection of Taft Street and 36th Street;

27) Thence northerly along the section line common to Sections 28 & 29 to the apparent center line intersection of 36th Street and Hill Road;

28) Thence meandering northwesterly along the center line of Hill Road to intersection of Castle Drive;

29) Thence westerly along the center line of Castle Drive to the West 1/16th line of Section 19, Township 4 North, Range 2 East, at the intersection of Castle Drive and Pierce Park Lane;

30) Thence northerly along the westerly 1/16th line of Sections 19 & 18 Township 4 North, Range 2 East, to the Southwest 1/16th corner of said Section 18 near an angle point in Pierce Park Lane;

31) Thence meandering easterly and northeasterly along Pierce Park Lane to the intersection of Pierce Park Lane and Cartwright Road in the Southeast ¼ of the Southwest ¼ of Section 9 Township 4 North, Range 2 East;

32) Thence meandering east-southeasterly along Cartwright Road to the section line common to Sections 9 & 16 Township 4 North, Range 2 East;

33) Thence easterly along the section line common to Sections 9 & 16, 10 & 15 said Township and Range to the section corner common to Sections 10, 11, 14 & 15;

34) Thence northerly along the line common to said Sections 10 & 11, 2 & 3 Township 4 North Range 2 East and Sections 35 & 34, 26 & 27, Township 5 North, Range 2 East to the Ada and Boise County line;

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35) Thence northwesterly along the Ada and Boise County line to the intersection with the Township line common to Townships 5 & 6 North and the Ada, Boise and Gem County lines;

36) Thence westerly along the Township line common to Townships 5 & 6 North and the common boundary of Ada and Gem Counties to the common boundary corner of Ada, Canyon and Gem Counties and the **POINT OF BEGINNING.**

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Trustee Zone 3

Commencing at the North corner common to Ada and Canyon Counties, Idaho, at the common northerly corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada and Canyon Counties and Can-Ada Road to the Section corner common to Sections 30 & 31 Township 4 North, Range 1 West and Section 25 & 36 Township 4 North, Range 2 West at the intersection of Can-Ada Road and McMillan Road, the **TRUE POINT OF BEGINNING;**

2) Thence continuing southerly along the Range line common to Ranges 1 & 2 West and the common boundary of Ada and Canyon Counties to the Township corner common to Townships 3 & 4 North, Ranges 1 & 2 West, at the center line intersection of Can-Ada Road and Ustick Road;

3) Thence easterly along the common line of said Townships 3 and 4 North, Range 1 West and Ustick Road and the common boundary of Ada County and Canyon County to the common corner of Sections 32 and 33 Township 4 North, Range 1 West and Sections 4 and 5, Township 3 North, Range 1 West, being at the intersection of Ustick Road and McDermott Road;

4) Thence southerly along the line common to Sections 4 & 5, 8 & 9, 16 & 17, Township 3 North, Range 1 West and McDermott Road the common boundary of Ada County and Canyon County to its' intersection with the center line of US Interstate Highway 84;

5) Thence leaving said common County boundary line and meandering in a westerly direction along the center line of US Interstate Highway 84 to its' intersection with Keim Lane, being also the common line of Sections 8 & 9, Township 3 North, Range 2 West, Boise Meridian, in Canyon County;

6) Thence southerly along the common line of Sections 8 & 9, 16 & 17 and Keim Lane and Midland Boulevard, to the corner common to Sections 16, 17, 20 & 21, Township 3 North, Range 2 West, Boise Meridian and the intersection of Midland Boulevard and Orchard Avenue;

7) Thence westerly along the common line of said Sections 17 & 20 and Orchard Avenue, to its' intersection with the center line of the Elijah Drain;

8) Thence meandering in a southeasterly direction along the center line of the Elijah Drain to the common line of said Sections 20 & 21 and Midland Boulevard;

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9) Thence southerly along said common line of Sections 20 & 21 and Midland Boulevard, to the corner common to Sections 20, 21, 28 & 29, Township 3 North, Range 2 West, at the intersection of Midland Boulevard and Lone Star Road;

10) Thence westerly along the common line of said Sections 20 and 29 and Lone Star Road, to the corner common to Sections 19, 20, 29 & 30, Township 3 North, Range 2 West, at the intersection of Lone Star Road and Middleton Road;

11) Thence southerly along the common line of Sections 29 & 30 and Middleton Road, to the Quarter corner common to said Sections 29 and 30, Township 3 North and Range 2 West at the intersection with Roosevelt Avenue;

12) Thence westerly along the Center of Section line of said Section 30 and Roosevelt Avenue to the Quarter corner common to Sections 30, Township 3 North, Range 2 West and Section 25, Township 3 North, Range 3 West at the intersection of Roosevelt Avenue and Midway Road;

13) Thence southerly, along the Range line common to Ranges 2 and 3 West and Midway Road and its' southerly extension to the Township and Range Corner common to Township 3 North, Ranges 2 and 3 West and Township 2 North, Ranges 2 and 3 West at the intersection of the southerly extension of Midway Road with Greenhurst Road;

14) Thence easterly, along the common Township line of Townships 2 & 3 North, and Greenhurst Road to the section corner common to Sections 31 & 32, Township 3 North, Range 2 West and Sections 5 & 6, Township 2 North, Range 2 West at the intersection of Greenhurst Road and Middleton Road;

15) Thence southerly along the line common to Sections 5 & 6, 7 & 8, 17 & 18 Township 2 North, Range 2 West, Middleton Road and Dearborne Road to the Quarter corner common to Sections 17 & 18 at the intersection of Dearborne Road, Emerald Road and Lake Shore Road;

16) Thence easterly along the center of section line of Sections 17, 16 & 15 and Lake Shore Drive to the Quarter corner common to Sections 14 & 15, Township 2 North, Range 2 West, at the intersection of Lakeshore Drive and Powerline Road;

17) Thence southerly along the section line common to Sections 14 & 15 and Powerline Road to the Section corner common to Sections 14, 15, 22 & 23, Township 2 North, Range 2 West, at the intersection of Powerline Road and Deer Flat Road;

18) Thence easterly along the section line common to Sections 14, 23 and 13, 24 Township 2 North, Range 2 West and Sections 18, 19, 17, 20 Township 2 North, Range 1 West to the corner common to Sections 16, 17, 20, & 21, Township 2

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North, Range 1 West, at the intersection of Deer Flat Road and McDermott Road and the common boundary of Ada County and Canyon County;

19) Thence southerly along the Section line common to Sections 20 & 21, 28 & 29, 32 & 33 Township 2 North, Range 1 West and McDermott Road and the common boundary of Ada County and Canyon County to the Section corner common to Sections 32 & 33 said Township and Range and Sections 4 & 5, Township 1 North, Range 1 West at the apparent intersection of McDermott Road and the easterly extension of Bowmont Road and the westerly extension of Kuna-Mora Road;

20) Thence westerly along the Township line common to Townships 1 & 2 North and the easterly extension of Bowmont Road and the common boundary of Ada County and Canyon County to the Township and Range corner common to 1 & 2 North, Ranges 1 & 2 West at the intersection of Bowmont Road and Happy Valley Road;

21) Thence southerly along the Range line common to Ranges 1 & 2 West and Happy Valley Road to the Snake River and the Ada, Canyon and Owyhee County boundary line;

22) Thence meandering easterly along the Snake River and the Ada and Owyhee County line to the Section line common to Section 36, Township 1 South, Range 1 West and Section 1, Township 2 South, Range 1 West;

23) Thence leaving the Snake River and the Ada and Owyhee County line and running northerly along the Township line common to Townships 1 & 2 South to the Township Corner common to Townships 1 & 2 South, Ranges 1 West and 1 East, the Boise Meridian;

24) Thence northerly along the Boise Meridian and Meridian Road to the Quarter corner common to Section 7 Township 1 North, Range 1 East and Section 12 Township 1 North, Range 1 West;

25) Thence westerly along the Center of Section 12 line to the Quarter corner common to Sections 11 and 12 Township 1 North, Range 1 West at Swan Falls Road;

26) Thence northerly along the Section lines and on Swan Falls Road to the Section corner common to Sections 23, 24, 25 & 26, Township 2 North, Range 1 West near the intersection with Avalon Street;

27) Thence easterly along the Section line common to said Sections 24 & 25 and Avalon Street to the Section corner common to said Sections 24 and 25 and Sections 19 and 30, Township 2 North, Range 1 East near the intersection of Avalon Street and Meridian Road;

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28) Thence northerly along the Boise Meridian and Meridian Road to the Section corner common to Sections 12 & 13, Township 3 North, Range 1 West and Sections 7 & 18 Township 3 North, Range 1 East at the intersection of Meridian Road and Franklin Road;

29) Thence westerly along the Section line common to said Sections 12 & 13 and Franklin Road to the Section corner common to Sections 11, 12, 13 & 14, Township 3 North, Range 1 West at the intersection of Franklin Road and Linder Road;

30) Thence northerly along the section line common to Sections 11 & 12, 1 & 2 and Linder Road to the Township Boundary common to Townships 3 & 4 North at the intersection of Linder Road and Ustick Road;

31) Thence westerly along said common Township line and Ustick Road to the Section corner common to Sections 2 & 3 Township 3 North, Range 1 West and Sections 34 & 35 Township 4 North, Range 1 West at the intersection of Ustick Road and Ten Mile Road;

32) Thence northerly along the section line common to Sections 34 & 35 and Ten Mile Road to the Section corner common to Sections 34, 35, 26 and 27 at the intersection of Ten Mile Road and McMillan Road;

33) Thence westerly along the section line common to Sections 27 & 34, 28 & 33, 29 & 32, 30 & 31 and McMillan Road to the **TRUE POINT OF BEGINNING**.

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Trustee Zone 4

Commencing at the North corner common to Ada and Canyon Counties, Idaho, at the common northerly corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada and Canyon County and Can-Ada Road to the Section corner common to Sections 30 & 31 Township 4 North, Range 1 West and Section 25 & 36 Township 4 North, Range 2 West at the intersection of Can-Ada Road and McMillan Road;

2) Thence leaving said County boundary line and running easterly along the section line common to Sections 30 & 31, 29 & 32, 28 & 33, 27 & 34, and McMillan Road to the Section corner common to Sections 34, 35, 26 and 27 at the intersection of McMillan Road and Ten Mile Road;

3) Thence southerly along the section line common to Sections 34 & 35 and Ten Mile Road to the Section corner common to Sections 2 & 3 Township 3 North, Range 1 West and Sections 34 & 35 Township 4 North, Range 1 West at the intersection of Ten Mile Road and Ustick Road;

4) Thence easterly along the Township line common to Townships 3 & 4 North and Ustick Road to the section corner common to Sections 1 & 2 Township 3 North, Range 1 West and Sections 35 and 36 Township 4 North, Range 1 West at the intersection of Ustick Road and Linder Road, the **TRUE POINT OF BEGINNING**;

5) Thence continuing easterly along said Township line common to Townships 3 & 4 North and Ustick Road to the intersection of Ustick Road and the northerly extension of Sharon Avenue;

6) Thence southerly along said center line extension and said center line of Sharon Avenue to the South Right-of-way of Tahiti Street;

7) Thence southwesterly along the South Right-of-way of Tahiti Street to the north corner common to Lots 14 & 15 Block 5, Redfeather Estates Subdivision No. 3;

8) Thence southeasterly along the common line of said Lots 14 & 15 to the Center of Section line of Section 4, Township 3 North, Range 1 East;

9) Thence easterly along said Center of Section line to the Quarter corner common to Sections 3 and 4 Township 3 North, Range 1 East at the intersection with Cloverdale Road;

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10) Thence northerly along the Section line of Sections 3 & 4, said Township and Range and Cloverdale Road to the Section corner common to Sections 3 & 4 said Township and Range and Sections 33 & 34 Township 4 North, Range 1 East;

11) Thence easterly along the Township line common to Townships 3 & 4 North to the West 1/16th line of Section 36 Township 4 North, Range 1 East;

12) Thence northerly along said West 1/16th line to its' intersection with the center line of Goddard Road within said Section 36;

13) Thence easterly along the center line of Goddard Road to the Center North 1/16th corner of said Section 36 at the intersection of Goddard Road and Milwaukee Street;

14) Thence southerly along the Center of Section line of said Section 36 and Section 1 Township 3 North, Range 1 East to the Quarter corner common to said Section 1 & 12, said Township 3 North, Range 1 East at the intersection of Milwaukee and Fairview Avenue;

15) Thence easterly along the section line common to Sections 1 & 12 and Fairview Avenue to the Section corner common to Section 1 & 12 Township 3 North, Range 1 East and Sections 6 & 7 Township 3 North, Range 2 East at the intersection of Fairview Avenue and Cole Road;

16) Thence northerly along the section line common to said Sections 1 and 6 and Cole Road to the Quarter corner common to Section 1 Township 3 North, Range 1 East and Section 6 Township 3 North, Range 2 East at the intersection of Cole Road and Northview Street:

17) Thence easterly along the Quarter section line of said Section 6 and Northview Street to the Quarter corner common to Sections 6 & 5 Township 3 North, Range 2 East near the intersection of Northview Street and Curtis Road;

18) Thence northerly along the section line common to Sections 5 and 6 to the intersection with the center line of Settlers Canal;

19) Thence meandering southeasterly along the center line of the Settlers Canal to the line common to Lots 12 & 13, Section 5, Township 3 North, Range 2 East;

20) Thence southerly along said Lot lines to the intersection with the center line of US Interstate Highway 184;

21) Thence easterly along said center line of US Interstate Highway 184 to the intersection of the southwesterly prolongation of Main Street;

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22) Thence northeasterly along said prolongation of Main Street to the center line of the Boise River within the southwest Quarter of Section 4 Township 3 North, Range 2 East;

23) Thence meandering southeasterly along the center line of the Boise River to the intersection with Americana Avenue within the Northeast Quarter of Section 9 Township 3 North, Range 2 East;

24) Thence meandering southwesterly along Americana Boulevard to the Center-West 1/16th corner of said Section 9 Township 3 North, Range 3 East at the intersection of Americana Boulevard, Emerald Street and Latah Street;

25) Thence westerly along the Center of Section line of said Section 9 and Emerald Street to the Quarter corner common to Sections 9 & 8 at the intersection of Emerald Street and Roosevelt Street;

26) Thence southerly along the section lines common to Sections 8 & 9, 16 & 17, and 20 & 21, 28 & 29 and Roosevelt Street to the apparent intersection of Roosevelt Street with the center line of US Interstate Highway 84;

27) Thence northwesterly along the center line of said US Interstate Highway 84 to the Range Line common with Ranges 1 & 2 East near the intersection with Cole Road;

28) Thence southerly along the common Range line of Ranges 1 & 2 East and Cole Road to the Township Corner Common to Townships 2 & 3 North, Ranges 1 & 2 East at the intersection of Cole Road and Latigo Drive;

29) Thence westerly along the Township line common to Townships 2 & 3 North and the easterly extension of Lake Hazel Road to the section corner common to Sections 34 & 35 Township 3 North, Range 1 East and Sections 2 & 3 Township 2 North, Range 1 East at the intersection of Lake Hazel Road and Five Mile Road;

30) Thence northerly along the section line common to said Sections 34 & 35 and Five Mile Road to the Quarter Corner common to said Sections 34 & 35 and the intersection of Five Mile Road and La Grange Street;

31) Thence westerly along the Center of Section line of Section 34 to the Quarter Corner common to Sections 34 & 33 and the intersection of La Grande Street and Cloverdale Road;

32) Thence southerly along the section line common to said Sections 33 & 34 and Sections 3 & 4, Township 2 North, Range 1 East and Cloverdale Road to the Section Corner common to Sections 3, 4, 9 & 10 at the intersection of Cloverdale Road and Columbia Road;

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33) Thence westerly along the common line of Sections 4 & 9, 5 & 8, 6 & 7 and Columbia Road to the Section corner common to Sections 6 & 7 said Township and Range, and Sections 1 & 12 Township 2 North, Range 1 West at the intersection of Columbia Road and Meridian Road;

34) Thence northerly along the Boise Meridian and Meridian Road to the Section corner common to Sections 12 & 13, Township 3 North, Range 1 West and Sections 7 & 18 Township 3 North, Range 1 East at the intersection of Meridian Road and Franklin Road;

35) Thence westerly along the Section line common to said Sections 12 & 13 and Franklin Road to the Section corner common to Sections 11, 12, 13 & 14, Township 3 North, Range 1 West at the intersection of Franklin Road and Linder Road;

36) Thence northerly along the section line common to Sections 11 & 12, 1 & 2 and Linder Road to the Township Boundary common to Townships 3 & 4 North at the intersection of Linder Road and Ustick Road the **POINT OF BEGINNING.**

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PROFESSIONAL LAND SURVEYOR
REGISTERED
7612
5-16-16
STATE OF IDAHO
TIMOTHY J. FOX

FOX LAND SURVEYS

1515 S. Shoshone St., Boise, ID 83705
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Trustee Zone 5

Commencing at the Southeast corner of Ada County at a common angle point in the Elmore County line and at the south Section corner common to Sections 33 & 34, Township 3 South, Range 4 East, Boise Meridian, Idaho, the **TRUE POINT OF BEGINNING**:

1) Thence westerly along the Township line common to Townships 3 & 4 South to the Snake River in Section 31, Township 3 South, Range 2 East at the intersection with the Ada, Owyhee and Elmore County lines;

2) Thence meandering northwesterly along the Snake River and the Ada and Owyhee County lines to the Section line common to Section 1, Township 2 South, Range 1 West and Section 36, Township 1 South, Range 1 West;

3) Thence along the Township line common to Townships 1 & 2 South to the Township Corner common to Townships 1 & 2 South, Ranges 1 West and 1 East, the Boise Meridian;

4) Thence northerly along the Boise Meridian and Meridian Road to the Quarter corner common to Section 7, Township 1 North, Range 1 East and Section 12 Township 1 North, Range 1 West;

5) Thence westerly along the Center of Section 12 line to the Quarter corner common to Sections 11 and 12, Township 1 North, Range 1 West at Swan Falls Road;

6) Thence northerly along the Section lines and on Swan Falls Road to the Section corner common to Sections 23, 24, 25 & 26, Township 2 North, Range 1 West near the intersection with Avalon Street;

7) Thence easterly along the Section line common to said Sections 24 & 25 and Avalon Street to the Section corner common to said Sections 24 and 25 and Sections 19 and 30, Township 2 North, Range 1 East near the intersection of Avalon Street and Meridian Road;

8) Thence northerly along the Boise Meridian and Meridian Road to the Section corner common to Sections 6 & 7, Township 2 North, Range 1 East and Sections 1 & 12 Township 2 North, Range 1 West at the intersection of Meridian Road and Columbia Road;

9) Thence easterly along the Section line common to Sections 6 & 7, 5 & 8, 4 & 9 and Columbia Road to the Section corner common to Sections 3, 4 ,9 & 10, Township 2 North, Range 1 East at the intersection of Columbia Road and Cloverdale Road;

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10) Thence northerly along the section line common to said Sections 3 & 4, Township 2 North, Range 1 East and Sections 33 & 34 Township 3 North, Range 1 East to the Quarter Section corner common to Sections 33 and 34 at the intersection of Cloverdale Road and LaGrange Street;

11) Thence easterly along the Center Section line of said Section 34 and LaGrange Street to the Quarter corner common to Sections 34 and 35, said Township and Range at the intersection of LaGrange Street and Five Mile Road;

12) Thence southerly along the Section line common to Sections 34 and 35 and Five Mile Road to the Section corner common to said Sections 34 and 35 said Township and Range, and Sections 2 & 3, Township 2 North, Range 1 East at the intersection of Five Mile Road and Lake Hazel Road;

13) Thence easterly along the Township line common to Townships 2 & 3 North, Range 1 East and Lake Hazel Road to the Township Corner Common to Townships 2 & 3 North, Ranges 1 & 2 East at the intersection of Lake Hazel Road and Cole Road;

14) Thence northerly along the common Range line of Ranges 1 & 2 East and Cole Road to the Section corner common to Sections 18, 19, Township 3 North, Range 2 East, and Sections 13, 24, Township 3 North, Range 1 East, near the intersection of the center line of US Interstate Highway 84 and;

15) Thence meandering southeasterly along the center line of said US Interstate Highway 84 to the Section line common to Sections 28 & 29 Township 3 North, Range 2 East at the apparent intersection of US Interstate Highway 84 and the southerly extension of Roosevelt Street;

16) Thence northerly along the section lines common to Sections 28 & 29, 20 & 21, 16 & 17, 8 & 9, the southerly extension of Roosevelt Street and Roosevelt Street to the Quarter corner common to Sections 8 & 9 Township 3 North, Range 3 East at the intersection of Roosevelt Street and Emerald Street;

17) Thence easterly along the Center of Section line of said Section 9 and Emerald Street to the Center-West 1/16th corner of said Section 9 at the intersection of Emerald Street, Latah Street and Americana Boulevard;

18) Thence meandering northeasterly along Americana Boulevard to the center line of the Boise River within the Northeast Quarter of Section 9 Township 3 North, Range 2 East;

19) Thence meandering northwesterly along the center line of the Boise River to the section line common to Sections 22 and 23 Township 4 North, Range 1 East;

20) Thence leaving the Boise River and running northerly along the section line common to Section 22 & 23, 14 & 15 and Horseshoe Bend Road to the intersection

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of Horseshoe Bend Road and the center line of State Street/Highway 44 in Section 32, Township 4 North, Range 2 East;

21) Thence southeasterly along the center line of State Street/Highway 44 to the intersection of State Street/Highway 44 and Sycamore Drive;

22) Thence northeasterly along the center line of Sycamore Drive to the intersection of Sycamore Drive and Taft Street;

23) Thence easterly along Taft Street to the Section corner common to Sections 28, 29, 32 & 33, Township 4 North, Range 2 East at the intersection of Taft Street and 36th Street;

24) Thence northerly along the section line common to Sections 28 & 29 to the apparent center line intersection of 36th Street and Hill Road;

25) Thence meandering northwesterly along the center line of Hill Road to intersection of Castle Drive;

26) Thence westerly along the center line of Castle Drive to the West 1/16th line of Section 19, Township 4 North, Range 2 East, at the intersection of Castle Drive and Pierce Park Lane;

27) Thence northerly along the westerly 1/16th line of Sections 19 & 18, Township 4 North, Range 2 East, to the Southwest 1/16th corner of said Section 18 near an angle point in Pierce Park Lane;

28) Thence meandering easterly and northeasterly along Pierce Park Lane to the intersection of Pierce Park Lane and Cartwright Road in the Southeast ¼ of the Southwest ¼ of Section 9 Township 4 North, Range 2 East;

29) Thence meandering east-southeasterly along Cartwright Road to the section line common to Sections 9 & 16 Township 4 North, Range 2 East;

30) Thence easterly along the section line common to Sections 9 & 16, 10 & 15, said Township and Range to the section corner common to Sections 10, 11, 14 & 15;

31) Thence northerly along the line common to said Sections 10 & 11, 2 & 3 Township 4 North Range 2 East and Sections 35 & 34, 26 & 27, Township 5 North, Range 2 East to the Ada and Boise County line;

32) Thence southeasterly along the Ada and Boise County line to the confluence of the Boise River and Mores Creek at the common corner to Ada and Boise County in Section 21, Township 3 North, Range 4 East;

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33) Thence northerly along the center of the Boise River and the Ada and Boise County line to the Section line common to Sections 15 & 16, said Township and Range and the intersection of Ada, Boise and Elmore County lines;

34) Thence southerly along the Ada and Elmore County line to the **TRUE POINT OF BEGINNING**.

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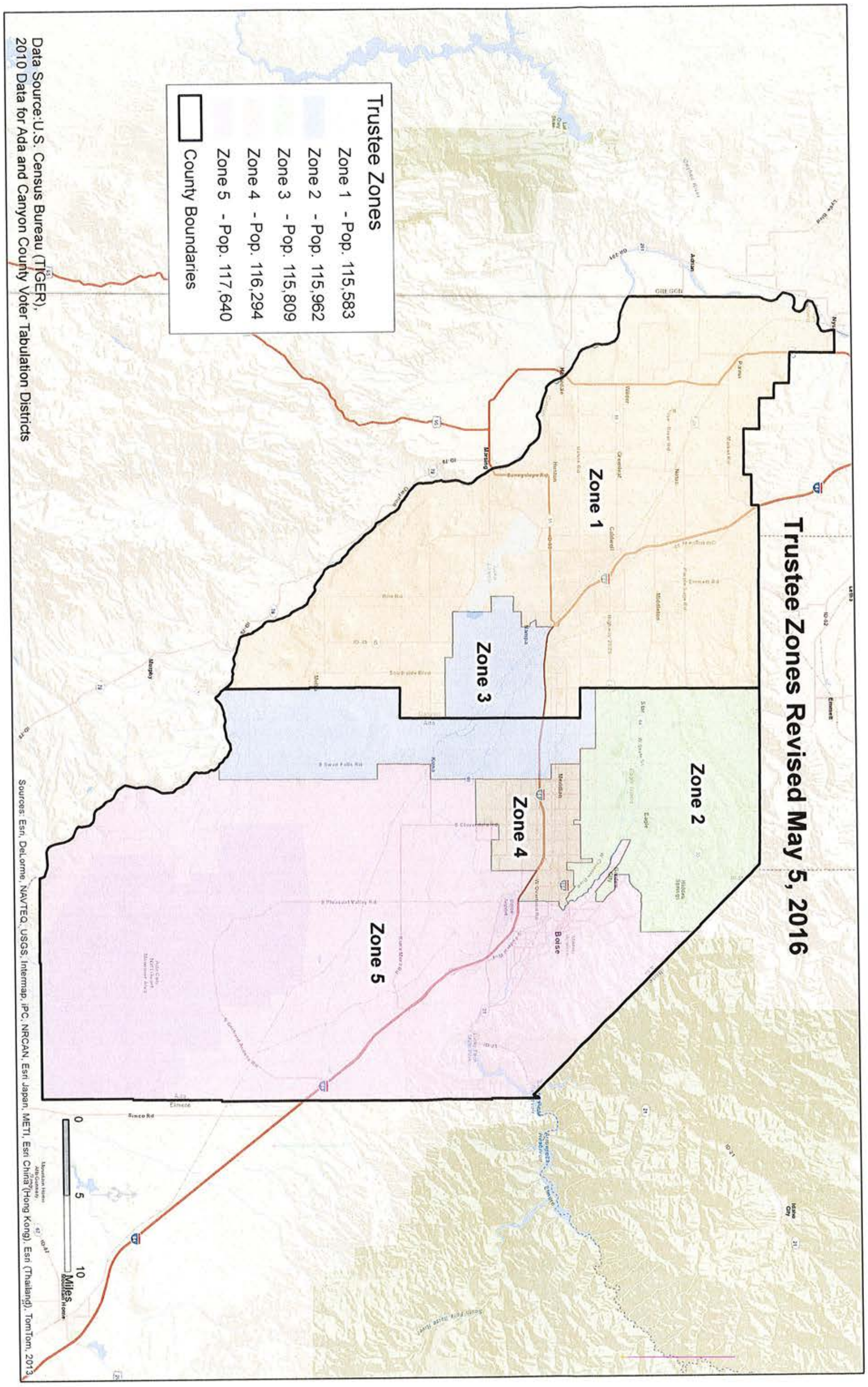
PROFESSIONAL LAND SURVEYOR
REGISTERED
7612
5-16-16
STATE OF IDAHO
TIMOTHY J. FOX


Trustee Zones Revised May 5, 2016
Trustee Zones
Zone 1 - Pop. 115,583
Zone 2 - Pop. 115,962
Zone 3 - Pop. 115,809
Zone 4 - Pop. 116,294
Zone 5 - Pop. 117,640
County Boundaries
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Data Source:U.S. Census Bureau (TIGER),
2010 Data for Ada and Canyon County Voter Tabulation Districts
Sources: Esri, DeLorme, NAVTEQ, USGS, Intermap, iPC, NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom, 2013
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